

Understanding Your Adequate Yearly Progress (AYP) Report 2010-2011

Version 10
Updated July 23, 2010

A guide to the sources and calculations used in developing your AYP

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

TABLE OF CONTENTS

Meeting the Requirements of AYP.....	2
Step 1: Participation Rate	2
Step 1 Calculation Details (LND):	3
Step 1 Calculation Details (Participation Rate):.....	3
Step 2: Cell Size	4
Step 3: Annual Proficiency Target Indicator	4
Content Areas:	4
Grade Levels:.....	4
Subgroups:	5
Step 3 Calculation Details (Annual Proficiency Target):.....	6
Annual Proficiency Targets:	6
Step 4: Additional Indicators.....	6
Step 4 Calculation Details:.....	6
Step 5: Confidence Interval	7
Step 5 Calculation Details:.....	8
Step 6: Growth.....	8
Step 6 Calculation Details:.....	9
Step 7: Safe Harbor	13
Step 7 Calculation Details:.....	13
Step 7: Calculations	13
Step 8: Safe Harbor Confidence Interval	14
Step 8: Calculations	15
Reporting AYP.....	16
Consequences for a School Not Meeting the Requirements of AYP.....	21
School Improvement.....	21
Exiting School Improvement	21
Consequences for <u>Non-Title I</u> Schools in School Improvement	21
Consequences for Title I Schools in School Improvement, Level 1	22
School Improvement Level 1 (after AYP is not met for 2 consecutive years):	22
Consequences for Title I Schools in School Improvement, Level 1, Delayed.....	22
Consequences for Title I Schools in School Improvement, Level 2	22
School Improvement Level 2 (after AYP is not met for 3 years).....	23
Consequences for Title I Schools in School Improvement, Level 2, Delayed.....	23
Consequences for Title I Schools in School Improvement, Level 3, Corrective Action, Year 1.....	23
Corrective Action and Restructuring	23
School Improvement, Level 3 – Corrective Action, Year 1 (after AYP is not met for 4 years).....	24
Consequences for Title I Schools in School Improvement, Level 3, Corrective Action, Delayed.....	25
Consequences for Title I Schools in School Improvement, Level 4, Restructuring, Planning.....	25
School Improvement Level 4 – Restructuring, Planning (after AYP is not met for 5 consecutive years):.....	25
Consequences for Title I Schools in School Improvement, Level 5, Restructuring, Implementation.....	26
School Improvement, Level 5, Restructuring, Implementation (after AYP is not met for 6 years)	26
Consequences for Title I Schools in School Improvement, Level 5, Restructuring, Continuing.....	27
Consequences for Districts Not Meeting AYP.....	27
District Improvement	27
Exiting District Improvement.....	28
Consequences for <u>Non-Title I</u> Districts in District Improvement	28
Consequences for Title I Districts in District Improvement, Level 1	28
District Improvement Level 1 (after AYP is not met for 2 consecutive years)	28
Consequences for Title I Districts in District Improvement, Level 1, Delayed.....	29
Consequences for Title I Districts in District Improvement, Level 2	29
Consequences for Title I Districts in District Improvement, Level 2, Delayed.....	29
District Improvement Level 2 (after AYP is not met for 3 years).....	29
Consequences for Title I Districts in District Improvement, Level 3, Corrective Action, Year 1.....	29
District Improvement Level 3 – Corrective Action, Year 1 (after AYP is not met for 4 years).....	29
Consequences for Title I Districts in District Improvement, Level 3, Corrective Action, Delayed.....	30
Consequences for Title I Districts in District Improvement, Level 3, Corrective Action, Continuing	30
Direct Notification to Parents of District and School Improvement Status	31
District Improvement Parent Notification Letter Template	31
School Improvement Parent Notification Letter Template.....	35
School Improvement Flow Chart	50
District Improvement Flow Chart.....	51
Improvement Levels	52
Appeals	52
Technical Assistance/Support.....	52
Guidance/Resources	53
Additional Information	53

The *No Child Left Behind Act (NCLB) of 2001* requires all schools, districts and states to show that students are making Adequate Yearly Progress (AYP). NCLB requires states to establish targets in the following ways:

- Annual Proficiency Target: The law requires a set target for all students and student subgroups to meet in a progressive nature that would result in all students scoring at or above the proficient level on the state's assessment by 2014.
- Attendance /Graduation Rates: The law requires schools, districts and states to meet an additional indicator based on improvement or established targets in attendance and/or graduation rates.
- Participation Rates: The law requires all students and student subgroups to meet a 95% participation rate.

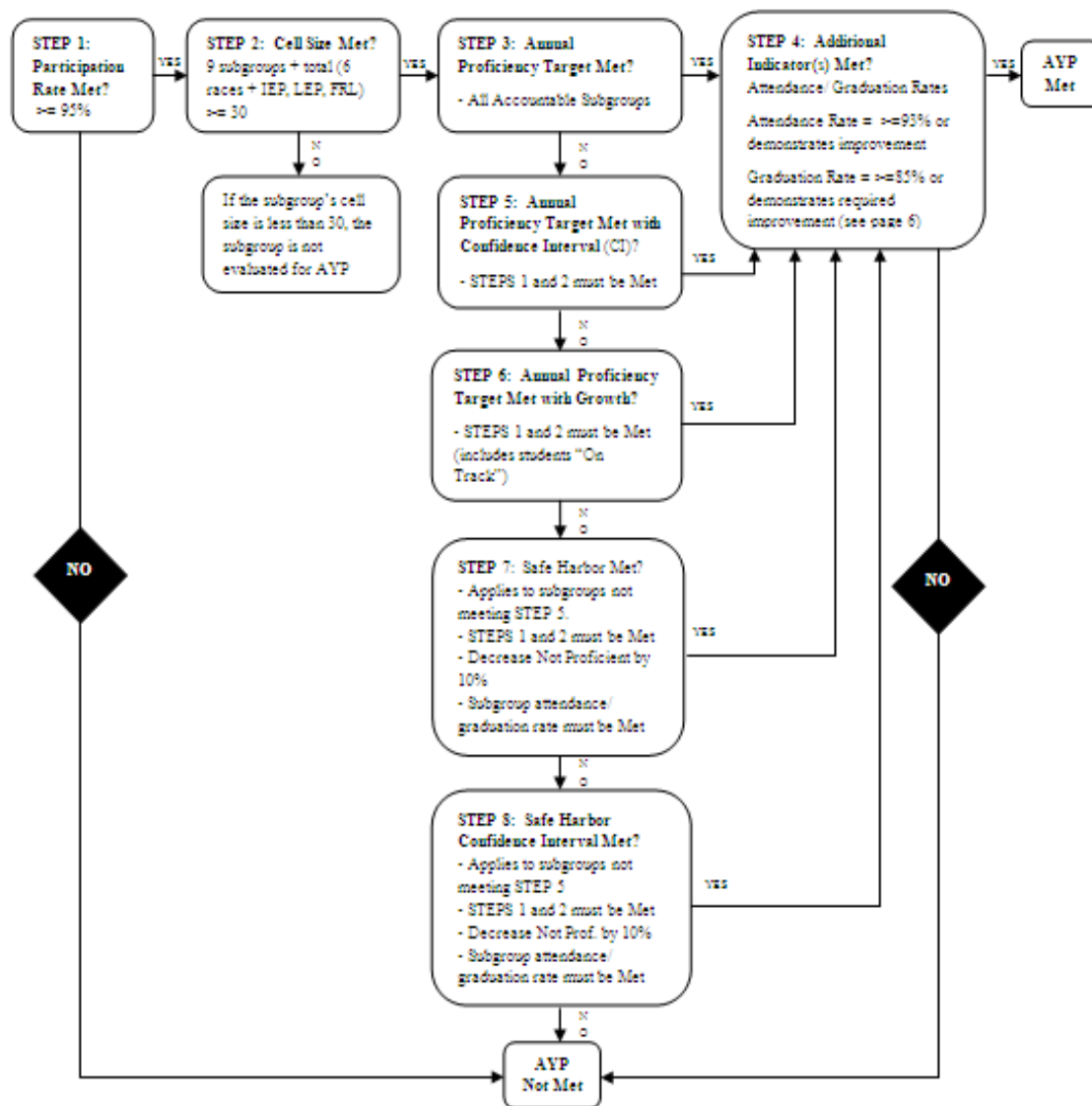
Missouri's AYP targets were established by the Missouri Department of Elementary and Secondary Education based on a formula from the NCLB Act and an analysis of Missouri Assessment Program (MAP) data, attendance rate data and graduation rate data from prior years. When all targets are met, the requirements of AYP are met.

Beginning with the 2008-2009 AYP determinations, Missouri was approved to implement a growth model for use in determining AYP. Growth model calculations were applied to 2006-2007, 2007-2008, 2008-2009, and 2009-2010 grade-level MAP and MAP-A data.

Beginning in 2008-2009, the Missouri Department of Education replaced the high school grade 10 mathematics assessment with the Algebra I end-of-course assessment and the high school grade 11 communication arts assessment with the English II end-of-course assessment. Since the Algebra I and English II assessments are used to fulfill the high school testing requirement, the United States Department of Education (USED) requires the Missouri Department of Education to "bank" end-of-course assessment scores for all students who participate in these assessments prior to grade nine. Banking scores means that the score will be stored, or "banked," to be used for AYP accountability purposes the first time the student is enrolled in grade nine on the September count date.

Meeting the Requirements of AYP

Missouri uses the following steps in evaluating AYP at the school, district, and state levels:



Step 1: Participation Rate

Requirement: Subgroups, schools, and districts must meet the testing participation rate of 95%.

Please note: The percentage of students in “Level Not Determined” (LND) will be averaged for the two or three preceding years if this will help a school meet the requirement for at least 95% of all students in each subgroup to be tested.

2006 and Prior:

This was determined by evaluating the percent of students whose achievement level was Level Not Determined (LND). If the LND percent exceeded 5%, the school or district could not make AYP, regardless of its performance in relation to the Annual Proficiency Target and additional indicator target.

2007 and Forward:

This is determined by evaluating the percent of students who participated in any session of the test. If the participation rate is below 95%, the school or district cannot make AYP, regardless of its performance in relation to the Annual Proficiency Target and additional indicator target.

Step 1 Calculation Details (LND):

Percent Level Not Determined Calculation:

$$(LND/Accountable)*100$$

Level Not Determined (LND) = Number of students without an Achievement Level (AL)

Grade-level MAP and MAP-A Accountable = Number of students enrolled at the time of the test administration

EOC Accountable = Number of grade 9-12 students enrolled in the assessment at the time of test administration + number of students whose banked score from a previous test year administration will be utilized

Step 1 Calculation Details (Participation Rate):

Participation Rate Calculation:

$$(Participants/Accountable)*100$$

Participants = Reportable

Reportable = Number of students with an AL for the content area

Level Not Determined (LND) = Number of students without an AL or an attempt on any session of the test

$$Accountable = Reportable + LND$$

Grade-level MAP and MAP-A Accountable = Number of students enrolled at the time of the test administration by content area for a summary level.

EOC Accountable = Number of grade 9-12 students with an AL or LND by content area for a summary level + the number of students whose banked score from a previous test year administration will be utilized.

Step 2: Cell Size

Requirement: Subgroups must meet the minimum cell size requirement in order to be evaluated for AYP.

2007 and Prior:

The minimum cell size for each subgroup was as follows: racial and ethnic groups = 30 students, free or reduced-price lunch = 30 students, students with disabilities (IEP) = 50 students, and students with limited English proficiency (LEP) = 50 students.

2008 and Forward:

The United States Department of Education (USED) required all states to adopt a uniform minimum cell size for each subgroup. Missouri was required to adopt a minimum cell size of 30 for all subgroups beginning with the 2007-2008 assessment data.

In small schools where the aggregated group of students (all students) tested is less than 30 and the percent proficient and advanced does not meet the proficiency targets, the scores are aggregated for three years to determine AYP. If the school or district has enough students in a subgroup to meet the minimum cell-size requirements, that subgroup must meet or exceed the Annual Proficiency Target and the additional indicator in order for the school or district to make AYP.

Step 3: Annual Proficiency Target Indicator

Requirement: A school or district must have enough students scoring proficient or above to meet or exceed the Annual Proficiency Target. The school or district is required to meet the Annual Proficiency Target in the aggregate (all students) and for up to nine subgroups of students (described below). Only those students who have been enrolled a “Full Academic Year,” as defined below, in a building and/or district will be included in the calculation for the corresponding summary level.

Banking: The USED requires the Missouri Department of Elementary & Secondary Education to bank EOC scores until grade nine. Scores for students who take an Algebra I and/or English II assessment prior to grade nine will be banked and used for AYP purposes when the student reaches grade nine.

Content Areas:

For AYP, districts and schools are evaluated separately using communication arts and mathematics data. There are different Annual Proficiency Targets for each content area. Districts and schools must meet the targets for communication arts and mathematics, including participation rate, and the additional indicator to make AYP.

Grade Levels: AYP is evaluated by aggregating all grade levels within the school or district that are assessed by the MAP-A, grade level or end-of-course assessments. The current grade levels and course content assessed are as follows:

Communication Arts = grades 3-8; MAP-A grades 3-8, 11; English II grades 9-12
Mathematics = grades 3-8; MAP-A grades 3-8, 10; Algebra I grades 9-12

Example – Clark High School is a grade 7 - 12 attendance center. The 7th and 8th grade-level MAP scores, the 7th, 8th, and 11th grade MAP-A scores, the 9th, 10th, 11th, and 12th grade English II scores and the banked English II scores for high school students who participated in the assessment prior to grade nine would be combined for the Communication Arts total at a building level. At the district level 3rd, 4th, 5th, 6th, 7th, 8th grade-level MAP scores, 3rd, 4th, 5th, 6th, 7th, 8th, and 11th grade MAP-A scores and 9th, 10th, 11th, and 12th grade English II scores would be combined for a district total in Communication Arts.

Subgroups:

- School or District Total (All Students)
- Race/Ethnicity
 - Asian/Pacific Islander
 - American Indian/Alaskan Native
 - Black (Not Hispanic)
 - Hispanic
 - White (Not Hispanic)
 - Other/Non-Response
- LEP – Limited English Proficient – All students identified in MOSIS as being in the USA 12 months or less will be excluded from AYP calculations.
- IEP –students with an Individualized Educational Program
- F/R Lunch – students eligible for free or reduced-price lunches

NOTE: A student can be included in more than one group.

For example – A student could be White, have an IEP, and be eligible for free or reduced-price lunches.

Full Academic Year:

A full academic year is defined as any student who is enrolled from the last Wednesday in September through the MAP administration, without transferring out of the building or district for a significant period of time and re-enrolling. A significant period of time is considered “one day more than half of the eligible days between the last Wednesday in September and the test administration.” Only students who have been in the building and/or district for a full academic year will be included in the calculation for the corresponding summary level. This information is obtained from the MOSIS data reported by school districts. This applies to each summary level independently. For example, a student who is coded as “In building less than a year” but was in the district a full academic year is excluded from the building totals but is included in the district totals.

English Language Learners (ELL) Students:

ELL students who have been in the United States less than one year are not required to take the Communication Arts assessment. These students are required to take the Mathematics assessment. For AYP purposes, ELL students who have been in the United States less than one year and are coded appropriately are not included in the LND. ELL students who have been in the U.S. more than one year and are coded as receiving services, not receiving services, or monitored year 1 and 2 are included in the accountable number of students.

MAP-A Students:

Some students with severe cognitive disabilities are not able to take the standard grade-level or course-level content area assessments. If the student's IEP team determines he/she is unable to participate in the standard assessment, the student takes a MAP-Alternate (MAP-A) assessment. The MAP-A is given at grades 3-8, and 11 for Communication Arts and at grades 3-8 and 10 for Mathematics. Students taking the MAP-A will receive an achievement level score and will be included in the Annual Proficiency Target calculations.

Step 3 Calculation Details (Annual Proficiency Target):

Annual Proficiency Targets: The school or district's performance in relation to the established Annual Proficiency Targets is determined by looking at the percent of students who score in the Proficient or Advanced levels on the grade-level MAP and MAP-A and the percent of students grade 9-12 who score in the Proficient or Advanced levels on the EOC.

Proficient or Advanced Percent Calculation: – Percent of students who score in the Proficient or Advanced Achievement Levels on the MAP, MAP-A, and EOC

$$(Proficient\ or\ Advanced/Reportable)*100$$

Proficient or Above = # of students with an Achievement Level (AL) of Proficient or Advanced

Reportable = Number of students with an AL for the content area

Step 4: Additional Indicators

Requirement: Schools and districts must also meet the following established criteria:

Elementary and Middle Schools: The additional indicator for elementary and middle schools is attendance rate. These schools must have an attendance rate of at least 93% or demonstrate improvement from the previous year in order to meet the additional indicator target.

High Schools: Graduation rate is the additional indicator for high schools. A school must have a graduation rate of at least 85% or demonstrate improvement (see below) from the prior year in order to meet the additional indicator target.

- If the graduation rate is 75.0% - 84.9% - improvement must be $\geq 2\%$
- If the graduation rate is less than 74.9% - improvement must be $\geq 5\%$

Looking at 2009 first - $< \text{ or } = 74.9\%$				
	2009	2010	Improvement	Met/Not Met
Grad. Rate	73.0%	78.1%	5.1%	Met
Grad. Rate	73.0%	76.8%	3.8%	Not Met

Looking at 2009 first – 75.0% to 84.9%				
	2009	2010	Improvement	Met/Not Met
Grad. Rate	76.5%	81.0%	4.5%	Met
Grad. Rate	76.5%	78.0%	1.5%	Not Met

Districts: Both attendance rate and graduation rate are the additional indicators for K-12 school districts. District level reporting of the additional indicator is determined by the highest grade level in the district. K-8 districts use attendance rate. K-12 districts use graduation rate and K-8 attendance rate.

Step 4 Calculation Details:

Additional Indicator Calculations:

- Attendance Rate – The Department uses the MSIP/NCLB attendance data reported by school districts via MOSIS and aggregated on Screen 14 of the Core Data Collection System to calculate attendance rates. The hours of absence method of calculating attendance is used. Calculation: $(\text{MSIP/NCLB Total Hours of Attendance} / (\text{MSIP/NCLB Total Hours of Attendance} + \text{MSIP/NCLB Total Hours of Absence})) * 100$
- Graduation Rate – The Department uses graduate and dropout data reported by school districts via MOSIS and aggregated on Screen 13 of the Core Data Collection System to calculate persistence to graduation rates. Calculation: $(\text{Graduates} / (\text{Graduates} + \text{Cohort Dropouts})) * 100$

Step 5: Confidence Interval

Ensuring Reliability

The Confidence Interval calculation is not a requirement of NCLB. However, the Department uses a confidence interval in order to account for the error inherent in making AYP classifications (“Met, Not Met”) that are based on a targeted percentage of students who must attain proficiency. The use of confidence intervals increases the reliability of these classifications.

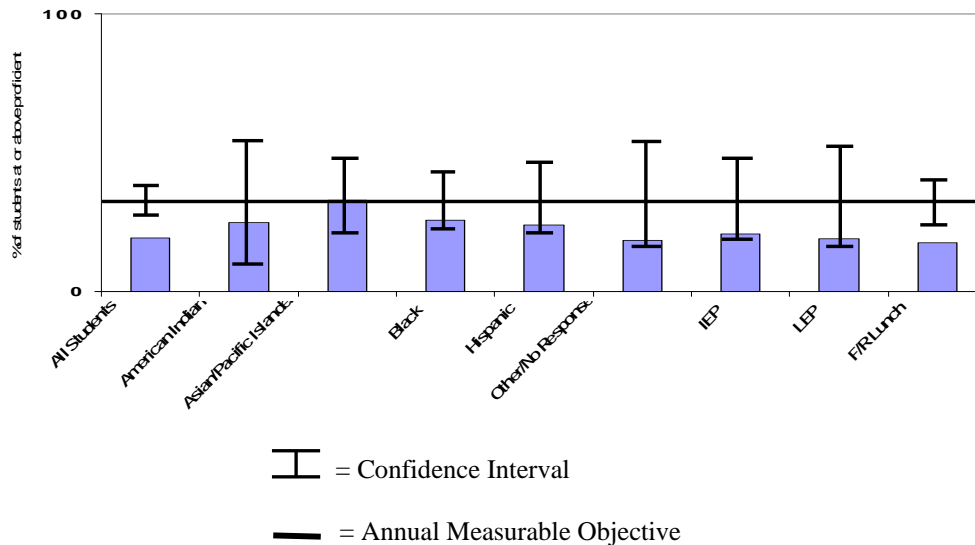
To establish a confidence interval, a statistic is computed that represents the “margin of error” associated with setting a specific target for percent proficient. This statistic is used to create a “band” or “confidence interval” around the target, which results in a “range” for percent proficient, rather than an absolute percent. If a school or district’s percent proficient falls below the lower limit of the range, the AYP target is not met. If a school's percent proficient falls within the range or above the upper limit, the AYP target is met.

For AYP purposes, a 99% confidence interval is applied to the annual proficiency target, which means that a *wide* range is established in order to obtain a very high level (nearly 100%) of confidence in our decision. If a lower level of confidence were established for the interval (for example, 95%), the range for percent proficient would be narrower, but the accuracy of the AYP decision would be reduced. For the Safe Harbor provision, a 75% confidence interval is applied to the increase in the percent of proficient students from the previous year.

The Department of Elementary and Secondary Education’s use of a confidence interval for AYP decisions is much like the Gallup Poll's use of error terms when they report that 51% of the polled voters say they will vote for Candidate Smith, plus or minus the margin of error of 3%. This means that Candidate Smith would likely receive between 48% and 54% of the votes, if the election were held today.

If a school or district does not meet the Annual Proficiency Target, the confidence interval is applied. Therefore, a school or district may meet the Annual Proficiency Target with the confidence interval.

The chart below is a hypothetical example of school-level Communication Arts scores with confidence intervals. In this school, Native Americans (American Indians) were the smallest subgroup and therefore have the largest confidence interval. The confidence interval for All Students is relatively small, because it is the largest group. This school did not make AYP. Although the annual measurable objective was met in most subgroups with confidence interval, it was not met for the Free and Reduced Lunch (F/R Lunch) subgroup or for All Students.



This chart and the explanatory text have been reprinted with the permission of the Maryland State Department of Education from "Understanding AYP"

© 2003 Maryland State Department of Education.

Non-Exclusive Permission to Use Granted to the Missouri State Department of Education, 2005.

All Other Rights Reserved by MSDE.

Step 5 Calculation Details:

AYP Confidence Interval Calculation:

$$= (2.326 \times (\text{SQRT} ((A \div 100) \times (1 - (A \div 100)) \div B))) \times 100$$

A = Proficient or Advanced %

B = Number of Reportable Students

SQRT = square root

Step 6: Growth

Requirement: If a school or district does not meet AYP using the previous method (described in Steps 1-5 above) growth model calculations are applied to determine if AYP is met as follows:

- **Repeat Step 1 above.** Participation rate must be met for growth to be evaluated.
- **Repeat Step 2 above.** Cell size must be met in order for the subgroup to be evaluated for AYP.
- **Annual Proficiency Target + Growth.** The growth + proficiency percent must meet the proficiency target in order for AYP to be met using the growth calculation.
- **Repeat Step 5 above.** Additional indicator(s) must be met.

The growth model provides an additional opportunity for districts and schools to meet AYP by incorporating a method for measuring individual student growth over time. Growth model calculations will be applied to 2006-2007, 2007-2008, 2008-2009 and 2009-2010 Missouri Assessment Program (MAP) and MAP-Alternate (MAP-A) data for the purpose of making 2010-2011 AYP determinations.

The growth model measures individual student growth to determine if students are “On Track to be Proficient” (On Track). Students who meet individual growth targets are considered “On Track.” Students who are not Proficient or Advanced but who are “On Track” are added to the number of Proficient students when determining if AYP is met.

Student Growth Targets:

Student growth targets are established using the student’s first MAP or MAP-A grade level assessment data (baseline) beginning with the 2006-2007 school year. All students have four years or until grade eight to become Proficient using the growth model. A growth trajectory is established for all students (Proficient or not Proficient). A student’s growth trajectory is established by comparing the difference between the student’s baseline score and the Proficiency cutpoint in four years or by grade eight. The student’s growth target for the next school year is calculated by dividing the student’s growth trajectory by the number of years the student has to become Proficient and adding that value to the student’s baseline score. (See the Proficiency cutpoints for the MAP and MAP-A in this section.)

The growth targets for students who score Proficient will be the Proficiency cutpoint for each successive grade.

Students assessed in grade 3 and in high school are included in the percent Proficient but are not evaluated for growth. Growth targets will be recalculated for students who score below Proficient after scoring Proficient. Such students will have four years or until grade 8 to become Proficient.

Transfer Students:

Students who transfer among Missouri school districts will retain their original growth targets. For students who transfer into Missouri from another state, their first MAP or MAP-A grade level assessment will be used to establish a baseline for calculating growth.

Step 6 Calculation Details:

Student Growth Trajectory Calculations:

Target Proficiency Cutpoint = Proficiency Cutpoint in Four Years or by Grade 8

Target Proficiency Cutpoint - Baseline Score = Growth Trajectory

Student Growth Target Calculations:

Growth Trajectory/ # of Years to Proficient Goal = Annual Growth

Annual Growth + Baseline Score = Growth Target

Growth Calculation:

For the growth model calculation, the following calculation is used to determine if the district, school, or subgroup meets AYP:

(# of Students Scoring Proficient or Advanced + # of Students considered “On Track”) / # of Students Reportable = % Proficient and “On Track”

Student Growth Target Calculations Example:

To determine each student's growth trajectory, the student's baseline score is compared with the proficiency cutpoint required in four years or by grade 8. For example, a student who is assessed in grade 3 has until grade 7 to become Proficient. The student's grade 3 score is compared with the grade 7 Proficiency cutpoint to determine how much growth is expected over the four years. If the student has a 477 scale score on the grade 3 MAP mathematics assessment and the Proficiency cutpoint for grade 7 is 685, the student has to grow 208 points by grade 7 in order to be Proficient. The student's total growth trajectory is divided by the number of years the student has to become Proficient to determine the amount of growth required each year to be considered "On Track" (208 points divided by 4 years = 52 scale score points). The student must improve 52 scale score points each year in order to become proficient. In this case, 52 points are added to the student's baseline score of 477 to determine the scale score required to be Proficient in grade 4 ($52 + 477 = 529$). If the student scores 529 or higher in grade 4, the student will be considered "On Track." The same process is used to determine growth in successive years.

Grade 3 Mathematics

2007 Baseline Score = 477

Proficiency Cutpoint Grade 7 = 685

Total Growth = $685 - 477 = 208$

Annual Growth = $208 / 4 \text{ years} = 52$

2008 Growth Target Grade 4 = $477 + 52 = 529$

2009 Growth Target Grade 5 = $529 + 52 = 581$

2010 Growth Target Grade 6 = $581 + 52 = 633$

2011 Growth Target Grade 7 = $633 + 52 = 685$ Proficient

Example 2:

A student who is assessed in grade 6 has until grade 8 to become Proficient. The student's grade 6 score is compared with the grade 8 Proficiency cutpoint to determine how much growth is expected over the two years. If the student has a 650 scale score on the grade 6 MAP mathematics assessment and the Proficiency cutpoint for grade 8 is 696, the student has to grow 46 points by grade 8 in order to be Proficient. The student's total growth trajectory is divided by the number of years the student has to become Proficient to determine the amount of growth required each year to be considered "On Track" (46 points divided by 2 years = 23 scale score points). The student must improve 23 scale score points each year in order to become proficient. In this case, 23 points are added to the student's baseline score of 650 to determine the scale score required to be Proficient in grade 7 ($23 + 650 = 673$). If the student scores 673 or higher in grade 7, the student will be considered "On Track." The same process is used to determine growth in successive years.

Grade 6 Communication Arts

2007 Baseline Score = 650

Proficiency Cutpoint Grade 8 = 696

Total Growth = $696 - 650 = 46$

Annual Growth = $46 / 2 \text{ years} = 23$

2008 Growth Target Grade 7 = $650 + 23 = 673$

2009 Growth Target Grade 8 = $673 + 23 = 696$ Proficient

Growth Calculation Example:

AYP Math Proficiency Target = 50%

District % Proficient = 40%

AYP = Not Met

Growth Calculation = $(\# \text{ Proficient} + \# \text{ On Track}) / \# \text{ Reportable}$

Proficient = 40

On Track = 10

Reportable = 100

Proficient + # On Track = $50/100 = 50\%$

AYP = Met

MAP-A and Student Growth:

- Students taking the MAP-A will be included in the growth model in a similar manner as students taking the regular MAP assessment.
- MAP-A proficiency cutpoints are based on raw scores rather than scale scores. Students whose raw scores fall below the Proficient cutpoint for either MAP-A communication arts or mathematics will enter the growth model at that point.
- Growth trajectories will be established based on raw scores. Students that achieve Proficient scores, and those who are determined to be “on-track to be proficient” based on their growth trajectories will be counted as Proficient in determining AYP.
- To calculate the growth trajectory, the numeric difference between the student’s raw score in the baseline year and the raw score cutpoint that defines proficiency at the end of the target grade level will be determined. The following example illustrates the growth modeling process for MAP-A students.

**Sample Student Growth Targets and Determination
MAP-A Mathematics**

Year	Grade	Proficiency Cutpoint	Growth Target	Actual Score	Determination
2006	3	26.5		33	Proficient
2007	4	26.5		24	Not Proficient
2008	5	26.5	25.08	26	“On Track”
2009	6	28.3	26.15	27	“On Track”
2010	7	28.3	27.23	28	“On Track”
2011	8	28.3	28.30	29	Proficient

The student in the above example received a raw score of 33 on the grade 3 MAP-A mathematics assessment. The Proficient cutpoint for the grade 3 to grade 5 range is 26.5. The student received a score of 24 on the grade 4 MAP-A mathematics assessment, falling below the Proficient level. Therefore, a baseline for a growth trajectory is established in grade 4. This student will be monitored for four years, with the expectation that, if the student meets growth targets, he will reach the proficiency cutpoint of 28.3 by grade 8. The annual growth expected will be $(28.3-24)/4 = 1.075$. The growth target for the first year will be $24+1.075 = 25.08$. The growth target for the second year will be $24+2.15 = 26.15$. The growth target for the third year will be $24+3.23 = 27.23$. The final growth target will be $24+4.30 = 28.3$. In the first year the student scored below Proficient, the student was evaluated for status only. In the first year of growth monitoring (grade 5), the student scored 26, which was below Proficient, but higher than the growth target, so the

student was counted as “on-track”. Likewise, in years two and three of growth monitoring, the student scored below Proficient, but above the growth target, and was counted as “on-track”. In the final year, the student scored 29 on the grade 8 test, achieving Proficiency. In this scenario, if the student scored below 28.3 in grade 8, he/she would have been evaluated for status as “Not Proficient.”

MAP and MAP-A Proficiency Cutpoints:

MAP

Content Area	Grade	Achievement Level	MAP Proficiency cutpoint
Communication Arts	3	Proficient	648
Communication Arts	4	Proficient	662
Communication Arts	5	Proficient	675
Communication Arts	6	Proficient	676
Communication Arts	7	Proficient	680
Communication Arts	8	Proficient	696
Mathematics	3	Proficient	628
Mathematics	4	Proficient	651
Mathematics	5	Proficient	668
Mathematics	6	Proficient	681
Mathematics	7	Proficient	685
Mathematics	8	Proficient	710

MAP-A

Content Area	Grade	Achievement-Level	MAP-A Proficiency cutpoint
Communication Arts	3	Proficient	29.88
Communication Arts	4	Proficient	29.88
Communication Arts	5	Proficient	29.88
Communication Arts	6	Proficient	32.50
Communication Arts	7	Proficient	32.50
Communication Arts	8	Proficient	32.50
Mathematics	3	Proficient	26.50
Mathematics	4	Proficient	26.50
Mathematics	5	Proficient	26.50
Mathematics	6	Proficient	28.30
Mathematics	7	Proficient	28.30
Mathematics	8	Proficient	28.30

Step 7: Safe Harbor

If a school or district does **not** meet the Annual Proficiency Target for each **subgroup**, a provision called Safe Harbor allows another opportunity for the school or district to make AYP. Safe Harbor is NOT applied to the growth calculation.

Requirement: Safe harbor is not a requirement of NCLB. However, if a school or district does not meet AYP using the previous methods (described in Steps 1-6 above), safe harbor calculations are applied to determine if AYP is met for a **subgroup** as follows:

- **Repeat Step 1 above.** Participation rate must be met.
- **Repeat Step 2 above.** Cell size must be met in order for the subgroup to be evaluated for AYP.
- **Decrease in Percent Not Proficient.** The **subgroup** must decrease the percentage of students scoring below the proficient level by 10 percent.
- **Repeat Step 5 above.** Additional indicator(s) must be met for the **subgroup** not meeting the annual proficiency target.

Step 7 Calculation Details:

Decrease in Percent Not Proficient Calculation:

*Previous Year Basic or Below Basic Percent * 10% = Required Increase in Percent Proficient for Safe Harbor*

Required Increase + Previous Year Proficient or Advanced Percent = Current Year Proficient or Advanced Percent Required to Meet Safe Harbor

Proficient or Advanced Percent Calculation:

*(Proficient or Advanced/Reportable)*100*

See the following Safe Harbor example:

Year	Content Area	Summary Level	Sub-group	State Prof Goal	Acct	Rpt	LND	LND%	Prof or Adv	Prof or Adv%	Below Prof	Below Prof%	Additional Indicator
2009	Comm. Arts	School	F/R Lunch	59.2	100	100	0	0.0%	16	16%	84	84%	Attendance = 91.7%
2010	Comm. Arts	School	F/R Lunch	67.4	100	100	0	0.0%	25	25%	75	75%	Attendance = 92.1%

Step 7: Calculations

Repeat Step 1 above: Participation Rates

Does the subgroup meet the required 95% participation rate? YES. Level Not Determined is equal to 0.0%. Therefore, the participation rate is 100%.

Repeat Step 2 above: Cell Size

Does the subgroup meet the minimum cell size requirement of 30 students? If no, the subgroup is not evaluated. If yes, the subgroup should be evaluated for safe harbor if the annual proficiency target is “Not Met”

Decrease in the Percent NOT Proficient

The 2010 results for Communication Arts show 25% scoring in the proficient or advanced range. Therefore the school does not automatically meet the Annual Proficiency Target of 51.0%.

The school is then evaluated based on the decrease in the percent of students scoring BELOW proficient. In the example above, 84.0% scored below proficient in 2009, therefore the percentage of students scoring in the proficient range during 2010 must increase 8.4% from 2009 ($84\% \times 10\% = 8.4\%$).

In 2009, 16% of students scored in the proficient range. To evaluate whether the school can make AYP using the Safe Harbor provision, 8.4% is added to the 2009 proficiency percent ($16.0\% + 8.4\% = 24.4\%$) and compared to the 2010 percent of students scoring proficient and advanced (25%). If the percent of students scoring proficient and advanced in 2010 exceeds the Safe Harbor calculation (24.4%), the school meets criteria 2 of the Safe Harbor provision.

Does the school meet the required decrease in percent not proficient? YES.

Repeat Step 5 above: Additional Indicator

Grade Level	Additional Indicator	Target
Elementary Buildings (K-8)	Attendance Rate	93% or improvement from prior year
High School Buildings	Graduation Rate	85% or required improvement from prior year (see page 6)
District	Attendance Rate (K-12)	93% or improvement from prior year
	Graduation Rate	85% or required improvement from prior year (see page 6)

Does the subgroup meet the attendance rate target? NO

Does the subgroup meet the improvement from prior year requirements? YES

Since the subgroup met all three criteria for Safe Harbor, the school has made AYP using the Safe Harbor provision.

Disaggregated attendance data will come from screen 14 of Core Data under the Attendance (MSIP/NCLB) and Absence (MSIP/NCLB) section. In the aggregate, these data should match the State Aid portion of screen 14. If there is insufficient data to evaluate the additional indicator for the subgroup in the safe harbor calculations, the additional indicator will be evaluated for the school total group.

Step 8: Safe Harbor Confidence Interval

If a school or district does not meet AYP using Safe Harbor, a confidence interval is applied to the safe harbor calculation to determine if AYP is met.

Requirement: Safe harbor confidence interval is not a requirement of NCLB. However, if a school or district does not meet AYP using the previous methods (described in Steps 1-7 above), 75% confidence interval calculations are applied to safe harbor calculations to determine if AYP is met as follows:

Repeat all of Step 7 Above which includes:

- **Repeat Step 1 above.** Participation rate must be met.

- **Repeat Step 2 above.** Cell size must be met in order for the subgroup to be evaluated for AYP.
- **Decrease in Percent Not Proficient.** The **subgroup** must decrease the percentage of students scoring below the proficient level by 10 percent.
- **Repeat Step 5 above.** Additional indicator(s) must be met for the **subgroup** not meeting the annual proficiency target.
- **Apply the Confidence Interval Calculation.** Apply the 75% confidence interval calculation to the **subgroup** not meeting the annual proficiency target.

Step 8: Calculations

Safe Harbor Confidence Interval Calculation:

$$NP = 100\% - A$$

$$SH = NP \times .10$$

$$SHT = B + SH$$

$$ADJ = (.674 \times (\text{SQRT}(((B \times (1-B)) \div C) + (((0.9 \times B + 0.1) \times (1-(0.9 \times B + 0.1))) \div D))))$$

$$AT = (SHT - ADJ) \times 100$$

NP=Non-Proficient Percent

SH=Safe Harbor Amount

SHT=Safe Harbor Target

ADJ=Safe Harbor Adjustment

AT=Adjusted Target (Safe Harbor Target with Confidence Interval)

A=Current Year Proficient or Advanced %

B=Previous Year Proficient or Advanced %

C=Previous Year Number of Reportable Students

D=Current Year Number of Reportable Students

Reporting AYP

The school or district's progress in making AYP is displayed graphically on the School Data/Statistics web pages (<http://dese.mo.gov/schooldata/>). From the School Data/Statistics web pages, select a district and click on "Load Profile." In the upper right-hand corner of the page, under "Summary Reports," click on the "2010 Annual Performance Report (APR) and AYP" link. This will take you to the school and district AYP grids. An example of the AYP grid is on the following page.

Schools and districts may also access detailed AYP reports using a secure login and password in Crystal Reports. There are AYP reports in the "AYP" folder in Crystal.

IMPORTANT: Districts and schools must provide parents with information about individual student growth. The Missouri Department of Education will provide a report to be shared with parents via Crystal Reports in the Fall of 2010. The Missouri Department of Education will notify districts when the report is available.

Sample AYP Grid:

Missouri Department of Elementary and Secondary Education PRELIMINARY Adequate Yearly Progress** Grade Span: Title I School:Yes		2010						Groups*		Met				
		Communication Arts						10		5				
		Mathematics						10		4				
		Additional Indicator:						Met						
		Required Action:												
Overall Status		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Communication Arts Status			Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met				
Mathematics Status			Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met				
Additional Indicator Status						Met	Not Met	Met	Met	Met				
COMMUNICATION ARTS		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Annual Proficiency Target		18.4	19.4	20.4	26.6	34.7	42.9	51.0	59.2	67.4	75.5	83.7	91.8	100.0
School Total (All Kids)	PROF	30.7*	29.8*	29.9 *	30.4 *	43.7 *	44.4*	45.7 *	51.2*	56.3 *				
	GROWTH + PROF PCT							54.5	60.0	68.1				
	LND/PR	1.8	2	1.2	1.2	1.1	0.2	0.2	0.2	0.3				
Asian/Pacific Isl.	PROF			41.0*	42.1*	54.2*	55.5 *	57.3*	61.7*	65.2				
	GROWTH + PROF PCT							64.8	69.0	72.4				
	LND/PR			2	0.6	1	0.1	0.1	0.7	0.4				
Black	PROF	13.6 *	11.9 *	12.3 *	13.7 *	21.6 *	22.8 *	24.0 *	29.7*	34.5				
	GROWTH + PROF PCT							36.0	41.9	46.7				
	LND/PR	3.5	3.5	2.1	2.4	1.8	0.3	0.3	0.3	0.2				
Hispanic	PROF	20.6 *	21.0 *	19.0 *	21.4 *	29.7 *	31.4 *	32.5 *	37.7*	44.1				
	GROWTH + PROF PCT							45.3	50.5	56.3				
	LND/PR	2.3	9.0	3.3	1.3	1.8	0.2	0.1	0.5	0.6				
American Indian	PROF	23.2*	22.8*	24.0*	25.9*	40.1*	40.7*	42.3*	51.1*	54.8				
	GROWTH + PROF PCT							51.1	60.5	65.1				
	LND/PR	1.5	1.5	1.1	0.9	0.9	0.2	0.3	0.0	0.1				
White	PROF	34.6 *	33.7 *	34.0 *	34.3	49.3 *	49.8 *	51.1 *	56.6*	61.2				
	GROWTH + PROF PCT							59.0	64.4	69.2				
	LND/PR	1.3	1.4	0.8	0.9	0.9	0.2	0.1	0.1	0.2				
Other/Non-Response	PROF	26.7*	24.1*	24.9*	22.3*	25.0*	25.3*	52.8*	60.3*	63.6				
	GROWTH + PROF PCT							59.0	68.1	72.1				
	LND/PR	5.1	5.1	3.3	3.6	9.0	1.4	3.2	1.1	0.8				
F/R Lunch	PROF	18.0 *	18.1 *	18.2 *	18.9 *	28.9 *	29.9*	31.6 *	36.9*	41.0				
	GROWTH + PROF PCT							43.5	48.5	52.3				
	LND/PR	2.1	2.7	1.5	1.4	1.4	0.2	0.2	0.3	0.4				
IEP	PROF	8.5 *	8.9 *	10.5*	11.5*	16.2 *	17.2 *	19.1 *	23.6*	27.5				
	GROWTH + PROF PCT							33.3	36.9	41.4				
	LND/PR	4.0	4.2	2.6	2.6	3.8	0.3	0.4	0.4	0.2				
LEP	PROF	9.3 *	10.2 *	14.7*	12.4*	17.7 *	20.8 *	22.9*	24.7*	28.3				
	GROWTH + PROF PCT							39.6	41.6	44.6				
	LND/PR	6.6	25.6	7.2	1.5	2.8	0.1	0.1	1.1	0.8				
MATHEMATICS		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Annual Proficiency Target		8.3	9.3	10.3	17.5	26.6	35.8	45.0	54.1	63.3	72.5	81.7	90.8	100.0
School Total (All Kids)	PROF	21.1 *	21.3 *	22.9 *	24.7 *	43.3 *	44.9 *	46.7 *	47.6 *	52.4				
	GROWTH + PROF PCT							54.0	55.3	61.2				
	LND/PR	1.3	1.5	0.9	0.9	0.6	0.2	0.2	0.2	0.3				
Asian/Pacific Isl.	PROF			40.7 *	43.0 *	60.4 *	62.3 *	64.8 *	64.8 *	69.1				
	GROWTH + PROF PCT							70.1	70.5	74.3				
	LND/PR			0.5	0.3	0.4	0.1	0.1	0.1	0.3				
Black	PROF	7.4 *	8.3 *	10.3 *	10.6 *	18.0 *	20.1 *	21.2 *	23.0*	27.3				
	GROWTH + PROF PCT							31.3	33.1	38.2				
	LND/PR	2.5	2.4	1.7	1.8	1.2	0.4	0.3	0.4	0.6				
Hispanic	PROF	13.5*	14.9 *	15.4*	17.6 *	30.1*	32.3 *	34.4 *	35.8*	39.6				
	GROWTH + PROF PCT							44.7	46.1	50.2				
	LND/PR	2.0	7.5	0.8	1.0	0.5	0.1	0.2	0.2	0.6				
American Indian	PROF	13.8 *	13.6 *	14.3 *	15.6 *	38.8 *	39.3 *	41.8 *	44.0 *	49.3				
	GROWTH + PROF PCT							49.0	51.2	55.6				
	LND/PR	0.8	1.6	0.7	0.7	0.5	0.2	0.2	0.1	0.3				
White	PROF	24.2 *	24.3*	25.9 *	28.0	49.6 *	51.0 *	52.8 *	53.6*	58.1				
	GROWTH + PROF PCT							59.4	60.6	64.3				
	LND/PR	0.9	1.0	0.7	0.7	0.5	0.2	0.2	0.1	0.2				
Other/Non-Response	PROF	15.6 *	14.2 *	14.3*	16.1 *	21.4 *	19.9 *	58.9 *	65.1 *	69.4				
	GROWTH + PROF PCT							64.5	70.0	74.8				
	LND/PR	3.7	4.7	2.7	3.3	7.2	1.3	3.2	0.3	0.2				
F/R Lunch	PROF	13.3 *	13.2 *	14.8 *	15.8 *	28.3*	30.2 *	31.8 *	34.1 *	38.8				
	GROWTH + PROF PCT							41.4	43.9	47.5				
	LND/PR	1.6	2.0	1.2	1.2	0.8	0.3	0.3	0.3	0.4				
IEP	PROF	7.3*	8.1*	9.2 *	11.2 *	18.8 *	20.7 *	22.7 *	25.9*	31.6				
	GROWTH + PROF PCT							33.3	35.9	41.8				
	LND/PR	2.9	2.8	2.0	2.1	1.7	0.4	0.4	0.4	0.2				
LEP	PROF	9.4 *	14.5 *	17.8 *	19.3 *	22.6 *	23.2 *	28.4 *	28.6*	31.4				
	GROWTH + PROF PCT							40.8	41.1	46.2				
	LND/PR	4.7	24.3	1.0	0.6	0.6	0.2	0.1	0.1	0.3				
Attendance/Graduation		0 0	85.7 0	0 0	82.5 0	86.1 94.1	84.3 94.0	85.1 94.0	86.0 94.4	86.1 94.2				

General Notes:

School level calculations do not include students who have been in the building less than a full academic year.
District level calculations do not include students who have been in the district less than a full academic year.
To meet AYP all subgroups that met the minimum cell size requirements must have tested at least 95% of the students and must have met the Annual Proficiency Target and the additional indicator requirement.
Additional Indicator -- For both school and district reporting attendance is used at the elementary and middle levels, at the high school level graduation rate is used. (Note: District level reporting is determined by the highest grade level. K-8 uses attendance rate. K-12 uses graduation rate and K-8 attendance rate.) The requirement for MET is: Attendance Rate is equal to or greater than 93% Or shows any improvement from previous year. Graduation Rate is equal to or greater than 85% Or shows required improvement from previous year (See page 6).

Additional Indicator Symbols:

Y For Attendance Rate indicates that the group met the requirement based on improvement.
MY For Graduation Rate indicates that the group met the requirement based on improvement.
MY For Graduation Rate indicates that the group met the requirement based on improvement using the group of total, indicating that the cell size was too small for that group.
NMY For Graduation Rate indicates that the group was not met, indicating that the cell size was too small for that group and the group of TOTAL was used in the determination.

Definitions:

PROF: The percent of students who are Proficient or Advanced.
LND: Level Not Determined 2007-2010 - The percent of students who did not receive an Achievement Level or did not have a valid attempt on any session of the test.
(LND 2002-2006 -- In addition to 2007-2010 definition, included students caught cheating.) The percent of students who were LND should be five percent or below.
GROWTH + PROF PCT: Is the percent of students who are Proficient or Advanced plus the percent of students who are on track using the growth calculation.

Symbols:

* Indicates the subgroup meets the minimum cell size requirements. Minimum cell size requirements: 30 for all subgroups. (For 2004, 2005, 2006 and 2007, IEP and LEP subgroups had a minimum cell size of 50.)
^ If there are fewer than 30 students in the school total, and State Proficiency Target was not met, the current year and two prior years are aggregated.
This only applies to the calculation for the school total, not the disaggregated groups.
@ The group Met the 95% participation using an average of current and prior year, or current year and prior two years.
AYP MET Symbols:
Y Annual Proficiency Target Met
CI Annual Proficiency Target Met with confidence interval
G Annual Proficiency Target Met using Growth
S Annual Proficiency Target Met using Safe Harbor provision
SC Annual Proficiency Target Met using the confidence interval for Safe Harbor
AYP NOT MET Symbols:
N* Annual Proficiency Target Met, but did not have a participation rate of at least 95%
NC Annual Proficiency Target Met with the confidence interval, but did not have a participation rate of at least 95%
NP Annual Proficiency Target Not Met
NN Annual Proficiency Target Not Met and participation rate was less than 95%

School Improvement

Consequences for a School Not Meeting the Requirements of AYP

Before the beginning of each school year, a school district must identify any of its schools failing to make Adequate Yearly Progress (AYP) in the same content area or additional indicator for two or more consecutive years. These schools are placed in School Improvement status. Any school not receiving Title I funds identified for School Improvement must meet state requirements to improve student performance. Any Title I-funded school in School Improvement (SI) status must meet certain requirements, specified by NCLB, to improve student performance. These requirements differ based upon the number of years the school is in School Improvement status. (Citation: NCLB, Title I, Part A, Sec. 1116.) Please closely review the USDE's *LEA and School Improvement Non-Regulatory Guidance* accessible online at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf>.

School Improvement Identification

How are schools identified for School Improvement under the No Child Left Behind (NCLB) Act (P.L. 107-110)?

Title I schools are identified as in "School Improvement" when they do not make AYP in the same content area or the additional indicator (attendance rate for schools with grades K-8 and graduation rate for schools with grades 9-12) for two consecutive years.

Exiting School Improvement

Every school must remain in School Improvement for at least two years. After being in SI for two consecutive years, the school may exit SI if:

AYP is met for two consecutive years in the content area or additional indicator that caused the initial SI status **and** no other content areas or additional indicators are not making AYP for two consecutive years. After exiting School Improvement, the School may re-enter School Improvement, Level 1, if another content area or an additional indicator is not met for two consecutive years.

Consequences for Non-Title I Schools in School Improvement

What are the consequences for schools identified for School Improvement?

NCLB requires the state department of education to annually review the progress of all public schools as part of a single, statewide accountability system. Districts must ensure that any non - Title I funded school identified for improvement implements the following:

1. Develop or revise a school improvement plan within three months after identification.
2. The district must provide technical assistance during the planning and implementation of the School Improvement plan.

Districts with non-Title I funded schools identified for improvement may not be eligible for a waiver of the Missouri School Improvement Program (MSIP) review.

Consequences for Title I Schools in School Improvement, Level 1

What are the consequences for schools identified for School Improvement?

School Improvement Level 1 (after AYP is not met for 2 consecutive years):

The district must ensure that the identified school implements the following:

1. Develop or revise a school improvement plan within three months after identification;
2. The district must provide technical assistance during the planning and implementation of the School Improvement plan;
3. At least 14 days before the beginning of the school year, notify parents of each child enrolled in the school in a language they can understand (see explanation of how to notify parents and sample letters on pages 31-45) and provide:
 - a. The meaning of the notification;
 - b. A comparison of the school's academic achievement with that of other schools in the district and the state;
 - c. The reasons for the identification and what the school, district and state are doing to help address the problem;
 - d. Ways parents can become involved in addressing the academic issues that caused the school to be identified for school improvement;
 - e. An explanation of the parent's option(s) to transfer their child.
4. Offer Public School Choice (PSC) to all students to transfer to another public school or charter school within the district. School choice is required if there are other schools in the district that serve the same grade level AND those schools are not in school improvement, corrective action or restructuring. All students who request a transfer must be transferred; however, if there are inadequate financial resources to transport all children, schools must give priority to lowest-achieving students from low-income families. Districts without PSC options may:
 - a. Offer Supplemental Educational Services (SES) as an alternative to PSC for schools in SI Level 1 if either (a) there are no qualified schools or (b) the parents decline to transfer to the school assigned for their child;
 - b. Establish a cooperative agreement with other districts in the area for a transfer.(See the USDE's *Public School Choice Non-Regulatory Guidance* accessible online at <http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>.)
5. Spend not less than 10% of the building's Title I funds on professional development.
6. Districts are to include on their web sites the following information in a timely manner:
 - a. The number of students who were eligible for and who participated in PSC beginning with data from the 2007-08 school year and for each subsequent year;
 - b. A list of available schools to which students eligible for public school choice may transfer for the current school year;
 - c. (if applicable) The number of students who were eligible for and who participated in SES, and a list of SES providers approved to serve the district as well as the locations where services are provided for the current school year.
7. Copies of parent notification letters will have to be submitted to DESE through a web-based mechanism called formHog. Districts will receive an email notice with instructions on how to submit the documentation.

Consequences for Title I Schools in School Improvement, Level 1, Delayed

If a school makes AYP in the second year after being identified for School Improvement, the school will stay in **School Improvement, Level 1, Delayed**. The School must continue to implement the requirements of School Improvement, Level 1.

Consequences for Title I Schools in School Improvement, Level 2

What happens to schools after the second year in School Improvement?

If a school does not make AYP the second year after being identified for School Improvement, Level I, the school is identified for **School Improvement, Level 2**.

School Improvement Level 2 (after AYP is not met for 3 years):

The district must ensure that the identified school implements the following:

1. Continue to implement the school improvement plan;
2. The district must provide technical assistance during the planning and implementation of the School Improvement plan;
3. At least 14 days before the beginning of the school year, notify parents of each child enrolled in the school in a language they can understand (see explanation of how to notify parents and sample letters on pages 31-45) and provide:
 - a. The meaning of the notification;
 - b. A comparison of the school's academic achievement with that of other schools in the district and the state;
 - c. The reasons for the identification and what the school, district and state are doing to help address the problem;
 - d. Ways parents can become involved in addressing the academic issues that caused the school to be identified for school improvement;
 - e. An explanation of the parent's options to transfer their child;
 - f. Notice of the availability of Supplemental Educational Services (SES) for eligible children, and that information about SES and how to obtain services will be coming within the next two weeks to parents of eligible children.
4. Offer Public School Choice (PSC) to all students to transfer to another public school or charter school within the district. School choice is required if there are other schools in the district that serve the same grade level AND those schools are not in school improvement, corrective action or restructuring. All students who request a transfer must be transferred; however, if there are inadequate financial resources to transport all children, schools must give priority to lowest-achieving students from low-income families. Districts without PSC options may:
 - a. Offer Supplemental Educational Services (SES) as an alternative to PSC for schools in SI year 1 if either (a) there are no qualified schools or (b) the parents decline to transfer to the school assigned for their child;
 - b. Establish a cooperative agreement with other districts in the area for a transfer.(See the USDE's *Public School Choice Non-Regulatory Guidance* accessible online at <http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>.)
5. Make Supplemental Educational Services (SES) available using the letter template provided after the school improvement letter templates, and for more information go to the Supplemental Educational Services link at <http://dese.mo.gov/divimprove/fedprog/> ;

6. Spend not less than 10% of the buildings Title I funds on professional development.
7. Districts are to include on their web sites the following information in a timely manner:
 - a. The number of students who were eligible for and who participated in PSC beginning with data from the 2007-08 school year and for each subsequent year;
 - b. A list of available schools to which students eligible for public school choice may transfer for the current school year;
 - c. The number of students who were eligible for and who participated in SES beginning with data from the 2007-08 school year and for each subsequent year;
 - d. A list of SES providers approved to serve the district, as well as the locations where services are provided for the current school year.
8. Copies of parent notification letters will have to be submitted to DESE through a web-based mechanism called formHog. Districts will receive an email notice with instructions on how to submit the documentation.

Consequences for Title I Schools in School Improvement, Level 2, Delayed

If a school makes AYP in the second year after being identified for School Improvement, the school will stay in **School Improvement, Level 2, Delayed**. The school must continue to implement the requirements of School Improvement, Level 2.

Consequences for Title I Schools in School Improvement, Level 3, Corrective Action, Year 1

What is Corrective Action?

If a school in School Improvement does not make AYP for four years, the school goes into **School Improvement, Level 3, Corrective Action, Year 1**. When a school is in Corrective Action, the district is still required to provide school choice and supplemental educational services. Additionally, the district is required to take corrective measures. Possible corrective actions include implementing a new curriculum, working with outside expert consultants, extending instructional time or making staff changes. If a school does not make AYP after one year in Corrective Action, the school goes into Restructuring.

School Improvement Level 3 – Corrective Action, Year 1 (after AYP is not met for 4 years):

The district must ensure that the identified school implements the following:

1. Evaluate the school improvement plan and add corrective actions;
2. The district must continue to provide or provide for technical assistance to the school;
3. At least 14 days before the beginning of the school year, notify parents of each child enrolled in the school in a language they can understand (see explanation of how to notify parents and sample letters on pages 31-45) and provide:
 - a. The meaning of the notification;
 - b. A comparison of the school's academic achievement with that of other schools in the district and the state;
 - c. The reasons for the identification and what the school, district and state are doing to help address the problem;
 - d. Ways parents can become involved in addressing the academic issues that caused the school to be identified for school improvement;

- e. An explanation of the parent's options to transfer their child;
 - f. Notice of the availability of Supplemental Educational Services (SES) for eligible children, and that information about SES and how to obtain services will be coming within the next two weeks to parents of eligible children;
 - g. The corrective action to be taken.
4. Offer Public School Choice (PSC) to all students to transfer to another public school or charter school within the district. School choice is required if there are other schools in the district that serve the same grade level AND those schools are not in school improvement, corrective action or restructuring. All students who request a transfer must be transferred; however, if there are inadequate financial resources to transport all children, schools must give priority to lowest-achieving students from low-income families. Districts without PSC options may:
 - a. Offer Supplemental Educational Services (SES) as an alternative to PSC for schools in SI year 1 if either (a) there are no qualified schools or (b) the parents decline to transfer to the school assigned for their child;
 - b. Establish a cooperative agreement with other districts in the area for a transfer.
 (See the USDE's *Public School Choice Non-Regulatory Guidance* accessible online at <http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>.
 5. Make Supplemental Educational Services (SES) available using the letter template provided after the school improvement letter templates, and for more information go to the Supplemental Educational Services link at <http://dese.mo.gov/divimprove/fedprog/>;
 6. Districts are to include on their web sites the following information in a timely manner:
 - a. The number of students who were eligible for and who participated in PSC beginning with data from the 2007-08 school year and for each subsequent year;
 - b. A list of available schools to which students eligible for public school choice may transfer for the current school year;
 - c. The number of students who were eligible for and who participated in SES beginning with data from the 2007-08 school year and for each subsequent year;
 - d. A list of SES providers approved to serve the district, as well as the locations where services are provided for the current school year.
 7. Take one of the following corrective actions:
 - a. Replace school staff relevant to the failure;
 - b. Institute and implement a new research-based and professionally-developed curriculum;
 - c. Significantly decrease management authority at the school level;
 - d. Appoint an outside expert to advise the school in its progress;
 - e. Extend the school year or school day for the school;
 - f. Restructure the internal organizational structure of the school;
 - g. Provide scientific research based professional development.
 8. Schools in Corrective Action are not required, but are encouraged to spend not less than 10% of the building's Title I funds on professional development.
 9. Copies of parent notification letters will have to be submitted to DESE through a web-based mechanism called formHog. Districts will receive an email notice with instructions on how to submit the documentation.

Consequences for Title I Schools in School Improvement, Level 3, Corrective Action, Delayed

If a school makes AYP in the second year after being identified for Corrective Action, the school will stay in **School Improvement, Level 3, Corrective Action, Delayed**. The School must continue to implement the requirements of the Corrective Action Plan, Level 3, Corrective Action.

Consequences for Title I Schools in School Improvement, Level 4, Restructuring, Planning

What is Restructuring?

If a school in School Improvement does not make AYP for five years, the school goes into **School Improvement, Level 4, Restructuring, Planning**. Once a school is in Restructuring, it must continue to offer school choice and make supplemental educational services available. The district is also required to restructure the school. Restructuring can include replacing staff, contracting with an outside expert consultant, or other major restructuring of the school's administration and operations.

School Improvement Level 4 – Restructuring, Planning (after AYP is not met for 5 years):

The district must ensure that the identified school implements the following:

1. The district must create a plan to restructure the school;
2. The district must continue to provide or provide for technical assistance to the school;
3. At least 14 days before the beginning of the school year, notify parents of each child enrolled in the school in a language they can understand (see explanation of how to notify parents and sample letters on pages 31-45) and provide:
 - a. The meaning of the notification;
 - b. A comparison of the school's academic achievement with that of other schools in the district and the state;
 - c. The reasons for the identification and what the school, district and state are doing to help address the problem;
 - d. Ways parents can become involved in addressing the academic issues that caused the school to be identified for school improvement;
 - e. An explanation of the parent's options to transfer the child;
 - f. Notice of the availability of Supplemental Educational Services (SES) for eligible children, and that information about SES and how to obtain services will be coming within the next two weeks to parents of eligible children.
4. Notify parents and teachers of the district's decision to restructure the school and allow for a comment period, along with the opportunity for both groups to be involved in the restructuring plans before such plans take effect.
5. Offer Public School Choice (PSC) to all students to transfer to another public school or charter school within the district. School choice is required if there are other schools in the district that serve the same grade level AND those schools are not in school improvement, corrective action or restructuring. All students who request a transfer must be transferred; however, if there are inadequate financial resources to transport all

children, schools must give priority to lowest-achieving students from low-income families. Districts without PSC options may:

- a. Offer Supplemental Educational Services (SES) as an alternative to PSC for schools in SI if either (a) there are no qualified schools or (b) the parents decline to transfer to the school assigned for their child;
 - b. Establish a cooperative agreement with other districts in the area for a transfer. (See the USDE's *Public School Choice Non-Regulatory Guidance* accessible online at <http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>.
6. Make Supplemental Educational Services (SES) available using the letter template provided after the school improvement letter templates, and for more information go to the Supplemental Educational Services link at <http://dese.mo.gov/divimprove/fedprog/>;
 7. Districts are to include on their web sites the following information in a timely manner:
 - a. The number of students who were eligible for and who participated in PSC beginning with data from the 2007-08 school year and for each subsequent year;
 - b. A list of available schools to which students eligible for public school choice may transfer for the current school year;
 - c. The number of students who were eligible for and who participated in SES beginning with data from the 2007-08 school year and for each subsequent year;
 - d. A list of SES providers approved to serve the district, as well as the locations where services are provided for the current school year.
 8. Schools in Restructuring, Planning are not required, but are encouraged to spend not less than 10% of the building's Title I funds on professional development;
 9. Evaluate the school improvement plan and develop the restructuring plan, to take effect within one year, to do one or more of the following:
 - a. Reopen the school as a public or charter school;
 - b. Replace all or most of the staff who are relevant to the failure to make AYP;
 - c. Enter into a contract with an entity, such as a private management company with a demonstrated record of effectiveness, to operate the public school;
 - d. Turn the operation of the school over to the state department of education, if permitted by State law and agreeable to the department;
 - e. Implement any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the schools and that has substantial promise of enabling the school to make AYP.
 10. Copies of parent notification letters will have to be submitted to DESE through a web-based mechanism called formHog. Districts will receive an email notice with instructions on how to submit the documentation.

Consequences for Title I Schools in School Improvement, Level 5, Restructuring, Implementation

If a school in School Improvement does not make AYP for six years, the school goes into **School Improvement, Level 5, Restructuring, Implementation**. The school must continue to implement the requirements of School Improvement, Level 4, Restructuring, Planning.

School Improvement Level 5 – Restructuring, Implementation (after AYP is not met for 6 years):

The district must ensure that the identified school implements the following:

1. The district must implement the plan to restructure the school;
2. The district must continue to provide or provide for technical assistance to the school;
3. At least 14 days before the beginning of the school year, notify parents of each child enrolled in the school in a language they can understand (see explanation of how to notify parents and sample letters on pages 31-45) and provide:
 - a. The meaning of the notification;
 - b. A comparison of the school's academic achievement with that of other schools in the district and the state;
 - c. The reasons for the identification and what the school, district and state are doing to help address the problem;
 - d. Ways parents can become involved in addressing the academic issues that caused the school to be identified for school improvement;
 - e. An explanation of the parent's options to transfer the child;
 - f. Notice of the availability of Supplemental Educational Services (SES) for eligible children, and that information about SES and how to obtain services will be coming within the next two weeks to parents of eligible children.
4. Offer Public School Choice (PSC) to all students to transfer to another public school or charter school within the district. School choice is required if there are other schools in the district that serve the same grade level AND those schools are not in school improvement, corrective action or restructuring. All students who request a transfer must be transferred; however, if there are inadequate financial resources to transport all children, schools must give priority to lowest-achieving students from low-income families. Districts without PSC options may:
 - a. Offer Supplemental Educational Services (SES) as an alternative to PSC for schools in SI if either (a) there are no qualified schools or (b) the parents decline to transfer to the school assigned for their child;
 - b. Establish a cooperative agreement with other districts in the area for a transfer. (See the USDE's *Public School Choice Non-Regulatory Guidance* accessible online at <http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>).
5. Make Supplemental Educational Services (SES) available using the letter template provided after the school improvement letter templates, and for more information go to the Supplemental Educational Services link at <http://dese.mo.gov/divimprove/fedprog/>;
6. Districts are to include on their web sites the following information in a timely manner:
 - a. The number of students who were eligible for and who participated in PSC beginning with data from the 2007-08 school year and for each subsequent year;
 - b. A list of available schools to which students eligible for public school choice may transfer for the current school year;
 - c. The number of students who were eligible for and who participated in SES beginning with data from the 2007-08 school year and for each subsequent year;
 - d. A list of SES providers approved to serve the district, as well as the locations where services are provided for the current school year.
7. Schools in Restructuring, Implementation are not required, but are encouraged to spend not less than 10% of the building's Title I funds on professional development.
8. Copies of parent notification letters will have to be submitted to DESE through a web-based mechanism called formHog. Districts will receive an email notice with instructions on how to submit the documentation.

Consequences for Title I Schools in School Improvement, Level 5, Restructuring, Continuing

The school remains in Restructuring until AYP is met for two consecutive years.

District/LEA Improvement

Consequences for Districts Not Meeting AYP

Before the beginning of each school year, the state department of education must identify school districts failing to make Adequate Yearly Progress (AYP) in the same content area or the additional indicator for two or more consecutive years. These districts are placed in District Improvement (DI) status. Any district not receiving Title I funds identified for District Improvement must meet state requirements to improve student performance. Any school district receiving Title I-funds identified for District Improvement status must meet certain requirements, specified by NCLB, to improve its performance. These requirements differ based upon the number of years the district is in District Improvement status. (Citation: NCLB, Title I, Part A, Sec. 1116.) Please closely review the USDE's *LEA and School Improvement Non-Regulatory Guidance* accessible online at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf>.

District Improvement Identification

How are districts identified for Improvement?

School districts receiving Title I, Part A funding are identified as in “District Improvement” (DI) when they do not make AYP in the same content area or the additional indicator(s) (attendance rate (K-8 districts) / attendance rate **and** graduation rate (K-12 districts)) for two consecutive years. Districts are identified for Improvement in much the same way as schools; however, districts have four components for analysis instead of three (mathematics, communication arts, attendance rate, and graduation rate). (K-8 school districts are only held accountable for mathematics, communication arts, and attendance rate.) The consequences and requirements of DI status are somewhat different than the consequences and requirements of SI status.

Is it possible for a district to be identified for Improvement when none of the district's schools are identified for Improvement?

Yes. The aggregated results of academic achievement for some subgroups may not meet the cell size requirements at the school level, but may at the district level. Also, the district is held accountable for both attendance rate and graduation rate while a school is only accountable for one additional indicator depending on the grades served in the building.

Exiting District Improvement

Every district must remain in District Improvement for at least two years. After being in DI for two consecutive years, the district may exit DI if: AYP is met for two consecutive years in the content area or additional indicator that caused the initial DI status **and** no other content areas or additional indicators are not making AYP for two consecutive years. After exiting District

Improvement, the District may re-enter District Improvement, Year 1 if another content area or additional indicator is not met for two consecutive years.

Consequences for Non-Title I Districts in District Improvement

What are the consequences for schools identified for School Improvement?

NCLB requires the state to annually review the progress of all public school districts as part of a single, statewide accountability system. Districts not receiving Title I funds that are identified for improvement must:

1. Develop or revise a district improvement plan within three months after identification.
2. The district may request technical assistance from the state department of education during the planning and implementation of the District Improvement plan.

Districts not receiving Title I funds that are identified improvement *may* not be eligible for a waiver of the Missouri School Improvement Program (MSIP) review.

Consequences for Title I Districts in District Improvement, Level 1

What are the consequences for districts identified for Improvement?

District Improvement Level 1 (after AYP is not met for 2 consecutive years):

The district must implement the following:

1. Promptly notify parents in a language they can understand (see explanation of how to notify parents and sample letters on pages 31-37 and provide:
 - a. The reason for the District Improvement status;
 - b. Any corrective action the state plans to take to address the problem;
 - c. Ways parents can become involved in addressing the academic issues that caused the district to be identified for district improvement.
2. Develop or revise a **three-year** district improvement plan within three months after identification which must, at a minimum:
 - a. Incorporate scientifically-based research strategies;
 - b. Identify actions that have the greatest likelihood of improving the achievement of participating children;
 - c. Address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the Title I funds for professional development. If applicable, districts may include the school's 10% professional development;
 - d. Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data;
 - e. Address the fundamental teaching and learning needs in the schools of the district, and the specific academic problems of low achieving students;
 - f. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;
 - g. Specify the responsibilities of the state department of education and the district under the plan, including the technical assistance to be provided by the state department of education;

- h. Identify strategies to promote effective parental involvement in the school.
3. Districts identified for improvement may not be providers of Supplemental Educational Services (SES); however, schools within the district that are not identified for school improvement may provide SES services.
4. Copies of parent notification letters will have to be submitted to DESE through a web-based mechanism called formHog. Districts will receive an email notice with instructions on how to submit the documentation.

Consequences for Title I Districts in District Improvement, Level 1, Delayed

If a district makes AYP in the second year after being identified for District Improvement, the district will stay in **District Improvement, Year 1, Delayed**. The district must continue to implement the requirements of District Improvement, Level 1.

Consequences for Title I Districts in District Improvement, Level 2

What happens to districts after the second year in District Improvement?

If a district does not make AYP in the second year after being identified for District Improvement, the district is identified for District Improvement, Level 2. The district must continue to implement the requirements of District Improvement, Level 1.

Consequences for Title I Districts in District Improvement, Level 2, Delayed

If a district does not make AYP in the second year after being identified for DI, but makes AYP in the third year after being identified, the district will stay in **District Improvement, Level 2, Delayed**. The district must continue to implement the requirements of District Improvement, Level 1.

District Improvement Level 2 (after AYP is not met for 3 years):

The district must continue to implement the district improvement plan developed in District Improvement, Level 2.

Consequences for Title I Districts in District Improvement, Level 3, Corrective Action, Year 1

What is Corrective Action?

If a district in District Improvement does not make the annual performance targets for four years, the district goes into Corrective Action. The State is required to take corrective action measures that substantially and directly respond to the consistent academic failure that caused the district to be identified for improvement, and any underlying staffing, curricular, or other problems in the district. Corrective Action must be designed to meet the goal of having all students served achieve at the proficient and advanced academic achievement levels.

1. **District Improvement Level 3 – Corrective Action, Year 1 (after AYP is not met for 4 years):**

The district is now considered to be in District Improvement, Level 3, Corrective Action, Year 1. Parents must be notified as referenced in District Improvement, Levels 1 and 2. Copies of parent notification letters will have to be submitted to DESE through a web-

based mechanism called formHog. Districts will receive an email notice with instructions on how to submit the documentation.

The state department of education must take one of the following actions:

1. Defer programmatic funds or reduce administrative funds;
2. Institute and implement a new curriculum that is based on state and district academic content and achievement standards, including providing appropriate professional development based on scientifically based research for all relevant staff;
3. Replace the district personnel who are relevant to the failure to make adequate yearly progress;
4. Remove particular schools from the jurisdiction of the district and establish alternative arrangements for public governance and supervision of such schools;
5. Appoint a receiver or trustee to administer the affairs of the district in place of the superintendent and school board;
6. Abolish or restructure the local educational agency;
7. Authorize students to transfer from the district to another higher performing school in another school district in accordance with Title I, Part A, Section 1116, subsections (b)(1)(E) and (F), and provide to such students transportation (or the costs of transportation) to such schools consistent with subsection (b)(9), in conjunction with carrying out not less than one action in items 1-6 above.

Consequences for Title I Districts in District Improvement, Level 3, Corrective Action, Delayed

The district must continue to implement the requirements of the Corrective Action Plan, Level 3, Corrective Action.

Consequences for Title I Districts in District Improvement, Level 3, Corrective Action, Continuing

The district remains in Corrective Action until AYP is met for two consecutive years.

Direct Notification to Parents of District and School Improvement Status

Federal regulations require that each year, throughout the school improvement process, school districts notify parents directly of the district's and building's improvement status and what that means for parents and students. This direct communication must be through such means as direct mail, email, by sending a notice to parents' home in a student's backpack, and also through a broader means of dissemination such as school newsletters, the district's web site, the Internet, news media, and public agencies serving the student population and their families.

A district should consider which method of direct communication will most effectively reach parents of eligible students and, in doing so, also take into account such factors as family mobility, student grade level, and access to the Internet. Ideally, a district may choose to notify parents through multiple direct means, so as to further increase the likelihood of reaching parents.

Generally, elementary schools have better success with their parents receiving school information that is sent home in student backpacks. Often parents of middle school and high school students do not receive information that is sent home with them. A district must be able to demonstrate that it has met the parent notification requirement; therefore, if sending through such means as backpack or email, a signed response from parents acknowledging that they have received the notice could be required. Any parent not returning such a form could then receive a notice by regular mail.

District Improvement Parent Notification Letter Templates

The Missouri Department of Elementary and Secondary Education must make parents aware of the *No Child Left Behind* requirements and the status of the district. It is important not just to notify parents of the district's NCLB status, but make sure that they understand what the designation means and how their district's performance compares to the achievement standards set by the state.

Customize the letter below by highlighting the information in brackets and filling in the correct district information. Send the letter to all families whose children attend schools in the district. The district may make no substantial changes in the letter templates when preparing to send letters to parents. Add the necessary local information, and use the district's letterhead for the letters. Any additional information the district would like to provide must be in a separate document. If you are not sure that the content of your letter meets the guidelines above, contact your Federal Grants Management Supervisor for assistance.

Districts are required to mail a copy of this letter.

(District Improvement Level 1 Letter)

<<Date>>

Dear Parent or Guardian,

Under the federal *No Child Left Behind Act* (NCLB) of 2001, each state is required to assess all school districts to determine if each district has made adequate yearly progress (AYP) toward meeting the academic testing standards and additional measures set by the state. AYP decisions are based on the results of state testing in communication arts and math and the district's attendance rate and graduation rate. If the district has not made AYP for two consecutive years in any one of the four areas, it is considered "in need of improvement."

Based on the results of the 2009-2010 academic testing in communication arts and math and the district's attendance rate and graduation rate, the <<Name of District>> School District did not make adequate yearly progress for the following reasons:

1. <<Depending on the reasons for not making AYP, you may need to add language that explains student groups, participation rates, etc.>> (It is not advisable to list specific subgroup populations that did not make AYP.)
2. <<Include the state achievement targets.>>

Because of this designation, the district is considered to be in Level 1 of District Improvement and must develop a plan for improvement. One important component of this plan will be parent involvement in both the development and implementation of the plan.

You can also help by increasing your understanding of the assessment, understanding the importance of good attendance and graduating from school, visiting schools and becoming a volunteer, and engaging in reading and math strategies at home.

Information about *No Child Left Behind* and what parents can do to improve student achievement can be found at: <<<http://www.ed.gov/parents/landing.jhtml>>>.

Sincerely,

(District Improvement Level 2 Letter)

<<Date>>

Dear Parent or Guardian,

Under the federal *No Child Left Behind Act* (NCLB) of 2001, each state is required to assess all school districts to determine if each district has made adequate yearly progress (AYP) toward meeting the academic testing standards and additional measures set by the state. AYP decisions are based on the results of state testing in communication arts and math and the district's attendance rate and graduation rate. If the district has not made AYP for two consecutive years in any one of the four areas, it is considered "in need of improvement."

Based on the results of the 2009-2010 academic testing in communication arts and math and the district's attendance rate and graduation rate, the <<Name of District>> School District did not make adequate yearly progress for the following reasons:

1. <<Depending on the reasons for not making AYP, you may need to add language that explains student groups, participation rates, etc.>> (It is not advisable to list specific subgroup populations that did not make AYP.)
2. <<Include the state achievement targets.>>

Because this is the second year of this designation, the district is considered to be in Level 2 of District Improvement. We will continue to implement the plan for improvement which was developed last year. One important component of this plan is parent involvement in the implementation of the plan.

You can also help by increasing your understanding of the assessment, understanding the importance of good attendance and graduating from school, visiting schools and becoming a volunteer, and engaging in reading and math strategies at home.

Information about *No Child Left Behind* and what parents can do to improve student achievement can be found at: <<<http://www.ed.gov/parents/landing.jhtml>>>.

Sincerely,

(District Improvement Level 3, Corrective Action Letter)

<<Date>>

Dear Parent or Guardian,

Under the federal *No Child Left Behind Act* (NCLB) of 2001, each state is required to assess all school districts to determine if each district has made adequate yearly progress (AYP) toward meeting the academic testing standards and additional measures set by the state. AYP decisions are based on the results of state testing in communication arts and math and the district's attendance rate and graduation rate. If the district has not made AYP for two consecutive years in any one of the four areas, it is considered "in need of improvement."

Based on the results of the 2009-2010 academic testing in communication arts and math and the district's attendance rate and graduation rate, the <<Name of District>> School District did not make adequate yearly progress for the following reasons:

1. <<Depending on the reasons for not making AYP, you may need to add language that explains student groups, participation rates, etc.>> (It is not advisable to list specific subgroup populations that did not make AYP.)
2. <<Include the state achievement targets.>>

Because this is the third year of this designation, the district is considered to be in Level 3 of District Improvement, Corrective Action. We will evaluate and update the plan for improvement that has been developed. One important component of this plan is parent involvement in the implementation of the plan. The Missouri Department of Elementary and Secondary Education will review the district's progress toward meeting the goals and objectives of the plan and may impose additional sanctions.

You can also help by increasing your understanding of the assessment, understanding the importance of good attendance and graduating from school, visiting schools and becoming a volunteer, and engaging in reading and math strategies at home.

Information about *No Child Left Behind* and what parents can do to improve student achievement can be found at: <<<http://www.ed.gov/parents/landing.jhtml>>>.

Sincerely,

School Improvement Parent Notification Letter Templates

School districts must make parents aware of the *No Child Left Behind* requirements and the options available to them. It is important not just to notify parents of the school's NCLB status, but make sure that they understand what the designation means and how their school's performance compares to others in the district and state. Districts must provide parents with timely, complete, accurate, and easy to understand information to help them make decisions when considering public school choice.

Districts must list the options for transfer and include the academic achievement of the transfer options, either in the letter or in an accompanying catalog. It is also important to include contact information for someone within the district who can personally explain NCLB options to parents. You may also attach a set of frequently asked questions about AYP for parents and a description of how the school is working to raise test scores and improve its AYP status.

Customize the letter and form below by highlighting the information in brackets and filling in the correct school information. You must mention the school choice option even if schools are not available for transfer. If there are no schools available because there are no schools in the district/LEA with the same grade levels or no schools are making AYP, include that information in the letter. Remember that classroom space and ease of transportation are NOT reasons for making schools unavailable to receive transfer students. Send the letter to all families whose children attend the identified school.

For more information about requirements in communicating effectively with parents, please refer to Section D starting on page 11 of the "Public School Choice Non-Regulatory Guidance" updated January 14, 2009 at <http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.pdf>

If a school is in Level 2 of School Improvement or later, the district is also required to provide Supplemental Educational Services (SES) for eligible students. You must notify parents of their SES provider options. The SES letter template is provided after the school improvement letter templates.

For more information about requirements in communicating effectively with parents, please refer to Section G starting on page 27 of the "Supplemental Educational Services Non-Regulatory Guidance" updated January 14, 2009 at <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>

The school may make no substantial changes in the letter templates when preparing to send letters to parents. Add the necessary local information, and use the district's letterhead for the letters. Any additional information the district or school would like to provide must be in a separate document. If you are not sure that the content of your letter meets the guidelines above, contact your Federal Grants Management Supervisor for assistance.

(School Improvement Level 1 Letter)

<<Date>>

Dear Parent or Guardian,

The goal of the *No Child Left Behind Act* (NCLB) of 2001 is to ensure that all children in this country receive a quality education. Under NCLB, each state is required to assess all schools to determine if each school has made adequate yearly progress (AYP) toward meeting the academic testing standards and additional measures set by the state. AYP decisions are based on the results of state testing in communication arts and math and the school's attendance rate or graduation rate. If the school has not made AYP for two consecutive years, it is considered "in need of improvement."

Based on the results of the 2009-2010 academic testing in communication arts and math and the school's attendance rate or graduation rate, your child's school <<Name of school>> did not make adequate yearly progress for the following reasons:

1. <<Depending on the reasons for not making AYP, you may need to add language that explains student groups, participation rates, etc.>> (It is not advisable to list specific subgroup populations in your school that did not make AYP.)
2. <<Explain how the school compares in academic achievement to other schools in the district and state, and how it compares to the state achievement targets.>>

Because of this designation, the school is considered to be in Level 1 of School Improvement and must develop a plan for improvement. One important component of this plan will be parent involvement in both the development and implementation of the plan.

<<The choice option must be mentioned in the letter even if there are no schools available for transfer. The only reasons that choice may not be offered is that no other school with the same grade level is available in the district or no school with the same grade level is making AYP. If either applies, this letter must include an explanation as to why the district/LEA is unable to offer public school choice. >>

<<If the district/LEA is able to offer public school choice, this letter must contain the following text:

Your child is eligible for public school choice options under the NCLB Act. There are two options available for your child:

1. Remain at the current school, or
2. Transfer to a school in the district that has made adequate yearly progress. The following schools and the academic achievement level of students in the school that are available for transfer include:

<<List schools with achievement level information here or on the Transfer Request Form>>

If you would like to exercise your NCLB choice option, please complete the Transfer Request Form included with this letter, and return it to <<School District>> by <<Deadline in Bold Font>>. The district will provide transportation for your child under an NCLB transfer as long as there is funding available. If the demand for transfers exceed available funding, the priority to provide transportation will be for low-achieving, low-income students. However, all students who request a transfer will be granted one.

Please remember that if you do not complete and return the transfer application by <<Deadline in bold font>>, your child will remain at his/her current school. If you have any questions or need additional information, please call <<Phone number of contact person>> or feel free to visit us at <<address of district contact office for choice information>> and we will work with you to make sure your child finds a school that fits his/her needs.

Information about public school choice will also be available on the district's website at << Give website address / how to find the required information that must be posted by districts>>. This information will be updated periodically and toward the end of the school year.

We encourage you to become involved with your child's school to support school improvement. <<Outline a few actions parents could take to help improve performance. You can suggest actions that would specifically support meeting AYP such as increase participation in the assessment or engage with reading/math strategies at home.>>

Sincerely,

Request for School Transfer Under No Child Left Behind (NCLB)

This form allows you to request a transfer for your child from a school identified as “in need of improvement” to one that has not been designated as such. If you have questions regarding the transfer process, please contact <<Informational Contact Person>> at <<Contact phone number>> or visit our office at <<address>>.

The deadline for returning this form is <<Deadline date in bold font>>.

Please review the schools and performance information about each listed below.

Possible Schools	Achievement Levels	District/School Website
1.		
2.		
3.		
4.		
5.		
6.		

Please complete this information if you are interested in transferring your child.

Student Information:

(First)	_____	(Middle)	_____	(Last)	_____
Date of Birth	_____				
Address	_____				
Parent/Legal Guardian's Name	_____				
Telephone: Home	_____	Cell/Work	_____		
Present School Assignment	_____			Grade	_____

Requested School Assignment (in prioritized order)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Is your child currently receiving any special services?

Yes_____ No_____

If yes, please list the services below:

(depending on your district services, you may want to break this out with a list to choose from such as Special Education Services or English Language services)

Parent/Guardian Signature

Today's Date

Please do not write in this space. For office use only

<<Include any office information here that you will need to track the transfer.>>

(School Improvement Level 2 Letter)

<<Date>>

Dear Parent or Guardian,

The goal of the *No Child Left Behind Act* (NCLB) of 2001 is to ensure that all children in this country receive a quality education. Under NCLB, each state is required to assess all schools to determine if each school has made adequate yearly progress (AYP) toward meeting the academic testing standards and additional measures set by the state. AYP decisions are based on the results of state testing in communication arts and math and the school's attendance rate or graduation rate. If the school has not made AYP for two consecutive years, it is considered "in need of improvement."

Based on the results of the 2009-2010 academic testing in communication arts and math and the school's attendance rate or graduation rate, your child's school <<Name of school>> did not make adequate yearly progress for the following reasons:

1. <<Depending on the reasons for not making AYP, you may need to add language that explains student groups, participation rates, etc.>> (It is not advisable to list specific subgroup populations in your school that did not make AYP.)
2. <<Explain how the school compares in academic achievement to other schools in the district and state, and how it compares to the state achievement targets.>>

Because this is the second year of this designation, the school is considered to be in Level 2 of School Improvement. We will continue to implement the plan for improvement which was developed last year. One important component of this plan is parent involvement in the implementation of the plan.

<<The choice option must be mentioned in the letter even if there are no schools available for transfer. The only reasons that choice may not be offered is that no other school with the same grade level is available in the district or no school with the same grade level is making AYP. If either applies, this letter must include an explanation as to why the district/LEA is unable to offer public school choice. >>

<<If the district/LEA is able to offer public school choice, this letter must contain the following text:

Your child is eligible for public school choice options under the NCLB Act. There are two options available for your child:

1. Remain at the current school, or
2. Transfer to a school in the district that has made adequate yearly progress. The following schools and the academic achievement level of students in the school that are available for transfer include:

<<List schools with achievement level information here or on the Transfer Request Form>>

If you would like to exercise your NCLB choice option, please complete the Transfer Request Form included with this letter and return it to <<School District>> by <<Deadline in Bold Font>>. The district will provide transportation for your child under an NCLB transfer as long as there is funding available. If the demand for transfers exceed available funding, the priority to

provide transportation will be for low-achieving, low-income students. However, all students who request a transfer will be granted one.

Please remember that if you do not complete and return the transfer application by <<Deadline in bold font>>, your child will remain at his/her current school. If you have any questions or need additional information, please call <<Phone number of contact person>> or feel free to visit us at <<address of district contact office for choice information>> and we will work with you to make sure your child finds a school that fits his/her needs.

When a school is identified as Level 2 of School Improvement, Supplemental Educational Services (SES) are available for eligible children. Information about SES and how to obtain services will be coming within the next two weeks to parents of eligible children. All students from low-income families, those that qualify for free or reduced school lunch, who attend a Title I school in its second year of school improvement are eligible for SES.

Information about public school choice and Supplemental Educational Services (SES) will also be available on the district's website at << Give website address / how to find the required information that must be posted by districts>>. This information will be updated periodically and toward the end of the school year.

We encourage you to become involved with your child's school to support school improvement. <<Outline a few actions parents could take to help improve performance. You can suggest actions that would specifically support meeting AYP such as increase participation in the assessment or engage with reading/math strategies at home.>>

Sincerely,

(School Improvement Level 3, Corrective Action Letter)

<<Date>>

Dear Parent or Guardian,

The goal of the *No Child Left Behind Act* (NCLB) of 2001 is to ensure that all children in this country receive a quality education. Under NCLB, each state is required to assess all schools to determine if each school has made adequate yearly progress (AYP) toward meeting the academic testing standards and additional measures set by the state. AYP decisions are based on the results of state testing in communication arts and math and the school's attendance rate or graduation rate. If the school has not made AYP for two consecutive years, it is considered "in need of improvement."

Based on the results of the 2009-2010 academic testing in communication arts and math and the school's attendance rate or graduation rate, your child's school <<Name of school>> did not make adequate yearly progress for the following reasons:

1. <<Depending on the reasons for not making AYP, you may need to add language that explains student groups, participation rates, etc.>> (It is not advisable to list specific subgroup populations in your school that did not make AYP.)
2. <<Explain how the school compares in academic achievement to other schools in the district and state, and how it compares to the state achievement targets.>>

Because this is the third year of this designation, the school is considered to be in Level 3, Corrective Action of School Improvement. We will evaluate, update, and implement the plan for improvement which has been developed. One important component of this plan is parent involvement in the implementation of the plan.

<<The choice option must be mentioned in the letter even if there are no schools available for transfer. The only reasons that choice may not be offered is that no other school with the same grade level is available in the district or no school with the same grade level is making AYP. If either applies, this letter must include an explanation as to why the district/LEA is unable to offer public school choice. >>

<<If the district/LEA is able to offer public school choice, this letter must contain the following text:

Your child is eligible for public school choice options under the NCLB Act. There are two options available for your child:

1. Remain at the current school, or
2. Transfer to a school in the district that has made adequate yearly progress. The following schools and the academic achievement level of students in the school that are available for transfer include:

<<List schools with achievement level information here or on the Transfer Request Form>>

If you would like to exercise your NCLB choice option, please complete the Transfer Request Form included with this letter and return it to <<School District>> by <<Deadline in Bold Font>>. The district will provide transportation for your child under an NCLB transfer as long as there is funding available. If the demand for transfers exceed available funding, the priority to provide transportation will be for low-achieving, low-income students. However, all students who request a transfer will be granted one.

Please remember that if you do not complete and return the transfer application by <<Deadline in bold font>>, your child will remain at his/her current school. If you have any questions or need additional information, please call <<Phone number of contact person>> or feel free to visit us at <<address of district contact office for choice information>> and we will work with you to make sure your child finds a school that fits his/her needs.

When a school is identified as Level 2 of School Improvement and every subsequent year thereafter it is identified for improvement, Supplemental Educational Services (SES) are available for eligible children. Information about SES and how to obtain services will be coming within the next two weeks to parents of eligible children. All students from low-income families, those that qualify for free or reduced school lunch, who attend a Title I school in its second year or above of school improvement are eligible for SES.

Information about public school choice and Supplemental Educational Services (SES) will also be available on the district's website at << Give website address / how to find the required information that must be posted by districts>>. This information will be updated periodically and toward the end of the school year.

We encourage you to become involved with your child's school to support school improvement. <<Outline a few actions parents could take to help improve performance. You can suggest actions that would specifically support meeting AYP such as increase participation in the assessment or engage with reading/math strategies at home.>>

Sincerely,

(School Improvement Level 4, Restructuring, Planning Letter)
(School Improvement Level 5, Restructuring, Implementation Letter)

<<Date>>

Dear Parent or Guardian,

The goal of the *No Child Left Behind Act* (NCLB) of 2001 is to ensure that all children in this country receive a quality education. Under NCLB, each state is required to assess all schools to determine if each school has made adequate yearly progress (AYP) toward meeting the academic testing standards and additional measures set by the state. AYP decisions are based on the results of state testing in communication arts and math and the school's attendance rate or graduation rate. If the school has not made AYP for two consecutive years, it is considered "in need of improvement."

Based on the results of the 2009-2010 academic testing in communication arts and math and the school's attendance rate or graduation rate, your child's school <<Name of school>> did not make adequate yearly progress for the following reasons:

1. <<Depending on the reasons for not making AYP, you may need to add language that explains student groups, participation rates, etc.>> (It is not advisable to list specific subgroup populations in your school that did not make AYP.)
2. <<Explain how the school compares in academic achievement to other schools in the district and state, and how it compares to the state achievement targets.>>

Because this is the <<fourth>> or <<fifth>> year of this designation, the school is considered to be in <<Level 4, Restructuring, Planning>> or <<Level 5, Restructuring, Implementation>> of School Improvement. The district must develop a plan for restructuring the school. One important component of this plan will be parent involvement in both the development and implementation of the plan.

<<The choice option must be mentioned in the letter even if there are no schools available for transfer. The only reasons that choice may not be offered is that no other school with the same grade level is available in the district or no school with the same grade level is making AYP. If either applies, this letter must include an explanation as to why the district/LEA is unable to offer public school choice. >>

<<If the district/LEA is able to offer public school choice, this letter must contain the following text:

Your child is eligible for public school choice options under the NCLB Act. There are two options available for your child:

3. Remain at the current school, or
4. Transfer to a school in the district that has made adequate yearly progress. The following schools and the academic achievement level of students in the school that are available for transfer include:
<<List schools with achievement level information here or on the Transfer Request Form>>

If you would like to exercise your NCLB choice option, please complete the Transfer Request Form included with this letter and return it to <<School District>> by <<Deadline in Bold Font>>. The district will provide transportation for your child under an NCLB transfer as long

as there is funding available. If the demand for transfers exceed available funding, the priority to provide transportation will be for low-achieving, low-income students. However, all students who request a transfer will be granted one.

Please remember that if you do not complete and return the transfer application by <<Deadline in bold font>>, your child will remain at his/her current school. If you have any questions or need additional information, please call <<Phone number of contact person>> or feel free to visit us at <<address of district contact office for choice information>> and we will work with you to make sure your child finds a school that fits his/her needs.

When a school is identified as Level 2 of School Improvement and every subsequent year thereafter it is identified for improvement, Supplemental Educational Services (SES) are available for eligible children. Information about SES and how to obtain services will be coming within the next two weeks to parents of eligible children. All students from low-income families, those that qualify for free or reduced school lunch, who attend a Title I school in its second year or above of school improvement are eligible for SES.

Information about public school choice and Supplemental Educational Services (SES) will also be available on the district's website at << Give website address / how to find the required information that must be posted by districts>>. This information will be updated periodically and toward the end of the school year.

We encourage you to become involved with your child's school to support school improvement. <<Outline a few actions parents could take to help improve performance. You can suggest actions that would specifically support meeting AYP such as increase participation in the assessment or engage with reading/math strategies at home.>>

Sincerely,

(SES Letter Template)

(Send on district/LEA letterhead.)

Date

Free Tutoring for Your Child!

Dear Parent/Guardian,

Help your child succeed in school – sign up for free tutoring! This is a great opportunity to help your child in school without any cost to you. As a result of the federal No Child Left Behind (NCLB) Act, your child can receive Supplemental Educational Services/ academic tutoring to help him or her do better in school.

You can choose a tutoring program that best meets your child's needs from the list of approved Supplemental Educational Services (SES) providers in your area. The program will provide your child with tutoring that is coordinated with what is being taught in school and may help improve your child's academic skills. Research from the federal government has shown that students who participated in this free tutoring program made significant gains in student achievement, and those students who participated in multiple years did even better.

The list of SES providers/tutoring programs gives you a description of each program, qualifications of the tutors, and information about each program's effectiveness. It also indicates the programs that serve students with disabilities or limited English proficiency, and the languages other than English the staff can speak.

When deciding which SES provider/tutoring program is best for your child, you may want to ask these questions:

- When and where will the tutoring take place (at school, home, a community center)?
- How often and for how many hours in total will your child be tutored?
- What programs, by grade levels and subject areas, are available for your child?
- What type of instruction will the tutor use (small group, one-on-one, or on the web/Internet)?
- What are the tutors' qualifications?
- Can the tutor help if your child has a disability or is learning English?
- Is transportation available to and from the location where the tutoring will take place?

Please call [name and number] if you have any questions about SES providers/tutoring programs. You also may join us and talk to the SES providers on [dates and times of parent fairs/school meetings] to help you decide which program is best for your child. If you would like to select a provider now, you can fill out the enclosed Provider Selection Form and [mail/send] it back to [name and address] in the [stamped] envelope we have provided. Please indicate your first, second, and third choice of providers. Provider Selection Forms are due in the [school/district] office by [date]. After you submit your form, you will receive a letter from [school district] by [date] telling you when the SES/free tutoring will start.

We hope to see you at [the SES Parent Fair OR school meeting on date and time].

Optional ---- Enclosed is a list of frequently asked questions with answers that should help you better understand SES.

Thank you.

Sincerely,

[District official]

Principal, [Name of building]

Enclosures: MO Approved Provider List of Summaries

Provider Selection Form

School Improvement Letter ---- if not already sent to parents

SES Frequently Asked Questions ---- *optional for LEA to send*

(Provider Selection Form and Frequently Asked Questions follow)

(SES Letter to Parent/Guardian – Provider Selection Form)

Complete the information below and **return** this form to the [school/district] office **by [date]**.

**Supplemental Educational Services (SES)
Provider Selection Form**

I have reviewed the information about SES/tutoring providers approved by the Missouri Department of Elementary and Secondary Education. I want my child to receive this free tutoring.

School Name _____

Child's Name _____ Age _____

Teacher's Name _____ Grade _____

My choices for SES are:

1st Choice Name of provider _____

2nd Choice Name of provider _____

3rd Choice Name of provider _____

Parent/Guardian Name (printed) _____

Home Phone # _____ Work Phone # _____

Parent/Guardian Signature _____

Date _____

PARENT RECORD of SES PROVIDER SELECTION

My choices for SES are:

1st Choice Name of provider _____

2nd Choice Name of provider _____

3rd Choice Name of provider _____

I returned to _____ on
(Date) _____

Parents -- Keep this for your record.

Supplemental Educational Services (SES) Frequently Asked Questions and Answers

The following questions and answers may help you understand more about SES.

1. What are Supplemental Educational Services (SES)?

SES are tutoring sessions offered outside the regular school day – usually before or after school, on weekends, or in the summer.

2. Who may receive SES?

The federal law states that only low-income students, those eligible for free or reduced lunch, attending a Title I building in a school improvement status are eligible for SES. If we cannot provide SES for all requests submitted, priority is given to the lowest-achieving of these students.

3. Who does the tutoring?

Organizations apply to the Missouri Department of Elementary and Secondary Education to be a provider on Missouri's list. After the review process, the list of approved SES/tutoring providers is updated. The list of providers may change from year to year. Enclosed is a list of current SES providers serving our area with a brief summary of their services.

4. Who pays for the tutoring?

The school district/LEA will pay for the tutoring. Each child will receive an average of 40 to 60 hours of tutoring during the school year, depending on the fees charged by the provider the parents request.

5. Who decides on which SES provider my child will have?

Parents choose from the state's list of approved providers, and we try to meet your first choice. An agreement must be reached and signed by all parties – the school district, provider, and parents – before services can begin.

6. When does the tutoring begin?

It will begin as soon as possible in the first semester after the agreement is signed by all parties.

7. Are the tutoring sessions at our school?

Some may be, and some may not. That is part of the agreement between the school and the provider. If the tutoring is provided on another site, such as a community center, library, or the provider's site, parents may be responsible for transportation.

8. How often and for how many hours will my child be tutored?

The time will vary with different providers. On average, students will have two tutoring sessions a week with each session lasting an hour or two.

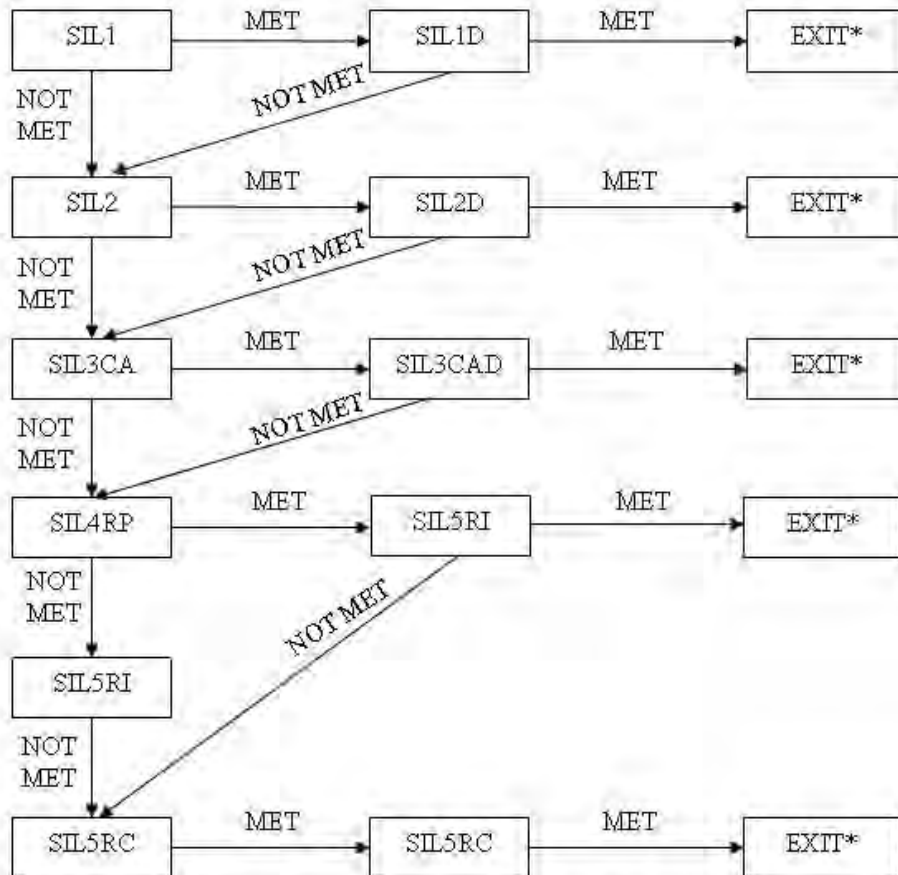
9. Can the tutors help a child who has disabilities or is learning English?

Some SES providers have tutors specially trained to work with these children, and it is noted in the provider's summary.

School Improvement Flow Chart:

School Improvement Flow Chart

After AYP is NOT MET for two consecutive years in the same content area or the additional indicator, the school enters School Improvement as follows:

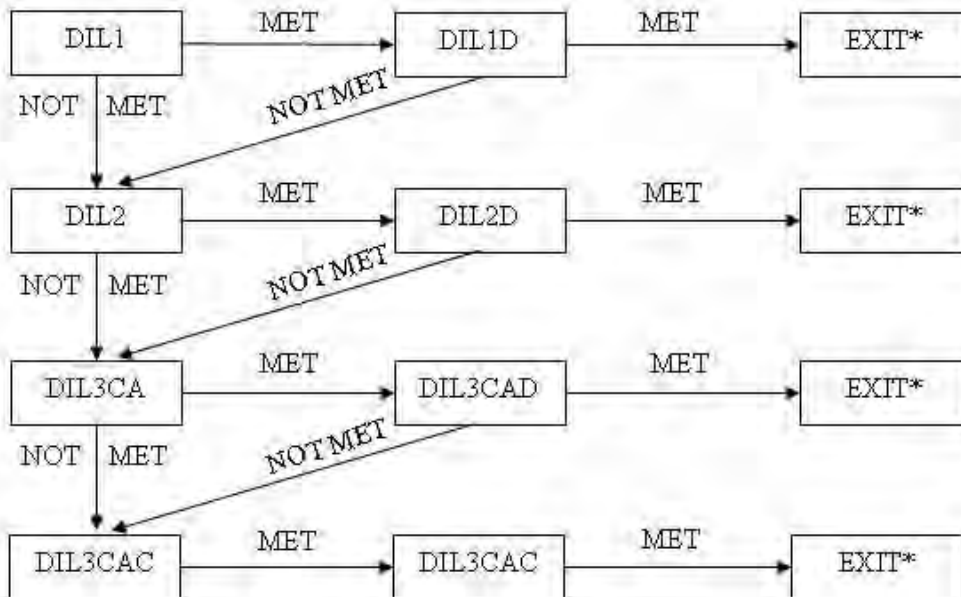


*No content areas or the additional indicators may be "NOT MET" for two consecutive years in order to exit school improvement.

District Improvement Flow Chart:

District Improvement Flow Chart

After AYP is NOT MET for two consecutive years in the same content area or an additional indicator, the district enters District Improvement as follows:



*No content areas or the additional indicators may be "NOT MET" for two consecutive years in order to exit district improvement.

Improvement Levels:

School Improvement Levels

SIL1: School Improvement Level 1
SIL1D: School Improvement Level 1, Delayed
SIL2: School Improvement Level 2
SIL2D: School Improvement Level 2, Delayed
SIL3CA: School Improvement Level 3, Corrective Action
SIL3CAD: School Improvement Level 3, Corrective Action, Delayed
SIL4RP: School Improvement Level 4, Restructuring, Planning
SIL5RI: School Improvement Level 5, Restructuring, Implementation
SIL5RC: School Improvement Level 5, Restructuring, Continuing

District Improvement Levels

DIL1: District Improvement Level 1
DIL1D: District Improvement Level 1, Delayed
DIL2: District Improvement Level 2
DIL2D: District Improvement Level 2, Delayed
DIL3CA: District Improvement Level 3, Corrective Action
DIL3CAD: District Improvement Level 3, Corrective Action, Delayed
DIL3CAC: District Improvement Level 3, Corrective Action, Continuing

Non-Title I Improvement Levels

Non-Title I School Improvement Year 1
Non-Title I School Improvement Year 1, Delayed
Non-Title I School Improvement Year 2
Non-Title I School Improvement Year 2, Delayed
Non-Title I School Improvement Year 3
Non-Title I School Improvement Year 3, Delayed
Non-Title I School Improvement Year 4
Non-Title I School Improvement Year 4, Delayed

Appeals:

May a school or district appeal the determination that the school or district has not made AYP for two consecutive years?

Yes. The Missouri Department of Elementary & Secondary Education must provide each district/school identified for improvement with the opportunity to review its academic achievement data and provide supporting evidence of data believed to be in error. The Missouri Department of Elementary & Secondary Education must consider any evidence presented and must make a final determination within 30 days of the time the data were first made available to the district.

Technical Assistance/Support:

What technical assistance is available to help districts/schools improve?

Regional Federal Instructional Improvement Supervisors are available to assist schools/districts with their improvement efforts. Regional School Improvement Teams (RSITs) have been developed as part of the Missouri School Improvement Program (MSIP) to assist districts not meeting state performance standards. Missouri is currently working to redefine its statewide system of support.

Guidance/Resources:

DESE Website: <http://dese.mo.gov>

P.L. 107-110

School and District School Improvement Questions, see the USDE's *LEA and School Improvement Non-Regulatory Guidance* accessible online at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.pdf>)

Public School Choice, see the USDE's *Public School Choice Non-Regulatory Guidance* accessible online at <http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>

Additional Information:

For information regarding understanding AYP data or calculations, please contact the Accountability Data section at 573-526-4886 or webreplyimprdar@dese.mo.gov.

For information regarding AYP, No Child Left Behind or the consequences of not making AYP, please contact the Instructional Improvement section at 573-751-9437 or webreplyimprfii@dese.mo.gov.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to the Title IX Coordinator, Jefferson State Office Building, 5th Floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-4212.